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ABSTRACT

This learning package is a three-semester-hour, independent-study course in social psychology designed for postsecondary, external degree students. Keyed to the commercially published textbook "Social Psychology: Explorations in Understanding" (Del Mar, CA: CRM, 1974), the package consists of an administrator manual, a student manual, and a student unit study guide. The manuals describe the course and outline the roles and tasks of the tutor/grader and student. The study guide, which serves as the student's instructor telling him what material should be read, when to read it, and how to evaluate his progress, contains specific objectives, diagnostic tests and keys, and supplementary readings for the seven units which comprise the course. Among these are an introduction to the field of social psychology, socialization and its consequences, interpersonal behavior, attitudes and attitude change, influencing and helping others, groups and organization, and aggression and collective behavior. Students read the specific objectives of each unit and take a diagnostic pretest. They are referred to textbook and supplementary reading assignments for items missed. Students check their comprehension of the readings and their mastery of stated objectives with exercise questions and posttests. They are required to take seven end-of-unit tests. Hard copies of the learning package, with or without the textbook and including the final examinations, are available from the Institute for Personal and Career Development. (Author/RM)

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INTRODUCTION TO SOCIAL PSYCHOLOGY

Administrative Manual

Robert E. Rankin, Ph.D.

SO 009 504

Institute for Personal and Career Development
Central Michigan University
Mount Pleasant, Michigan 48859 Preface

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Preface

The course, Psychology 330, as provided in this self-instructional package is equivalent to the course provided at Central Michigan University in the Department of Psychology and provides the same number of credit hours. The seven units of study are:

1. Introduction To The Field of Social Psychology
2. Socialization and Its Consequences
3. Interpersonal Behavior
4. Attitudes and Attitude Change
5. Influencing and Helping Others
6. Groups and Organizations
7. Aggression and Collective Behavior

NOTE: In many instances throughout the manual, either pronoun "he" or "she" may be used alone, for succinctness, and are intended to refer to both females and males.

An Explanation of Self-Instructional Materials

Students receive a student manual to explain the instructional procedures, a study guide to direct them to appropriate study material, and a textbook. The textbook is the primary instructional resource for the course, with the study guide serving as an aide in studying the textbook material. Students can attain all performance objectives for the course through proper use of these materials.

After studying the Student Manual, the learner reads the introduction to the course in the Study Guide where the procedures for success in the course are explained in detail. In reading the Study Guide, the students also learn about the sequence of learning which is designed into the course and observe a "study map" in the introduction to the course.

The procedure for completing each unit is best explained by the map on page three (also found in the Study Guide for student use).

The following procedure should be followed by the student in completing each unit. First he should examine the performance objectives for the unit. If he thinks he has enough of an understanding of an objective to pass the end-of-unit test for that objective, he should attempt the pretest item for that objective and check his answer with that provided in the pretest answer key in the Study Guide to determine the correctness of his answer. If he answers the item satisfactorily, he need not study the materials for that objective. If his answer is not satisfactory, he should use the Study Directory for each unit, which keys both textbook and study guide materials to specific objectives. However, regardless of his performance on the pretest, he will be expected to complete all items on an end-of-unit test.

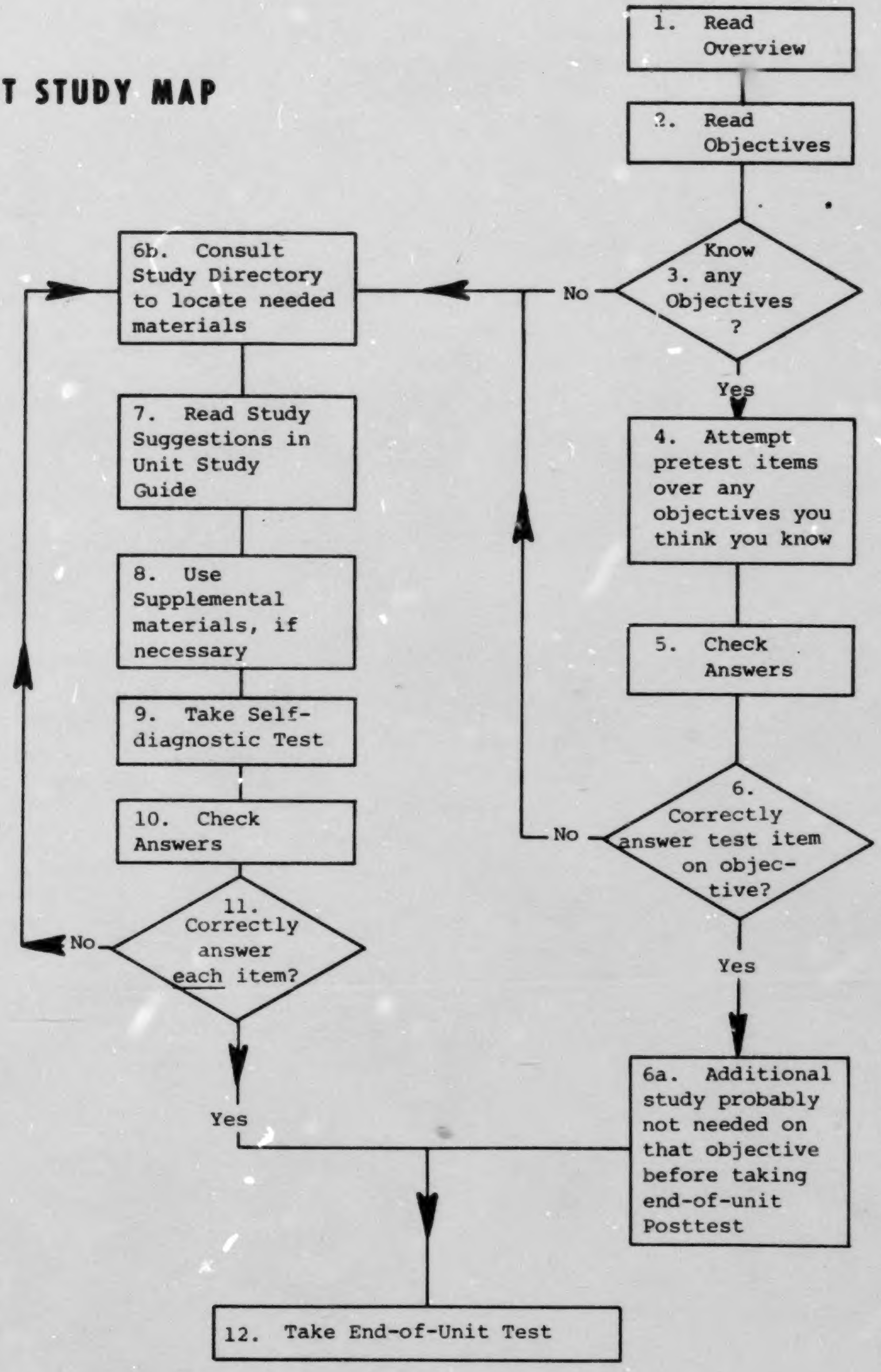
The student's time will be utilized most efficiently if he reads the objectives, then attempts to answer only those items on the pretest which he is reasonably sure he can answer correctly. Since answering a pretest item correctly only assists the student in identifying sections of the material which need not be studied, or which need not be studied as carefully as material for other objectives, he will gain little from devoting a lot of time attempting to answer questions over objectives which are new to him.

If the student, after examining the objectives and pretest, believes he knows little of the material, he can use the pretest as a study guide. He should read enough of the keyed material to answer each pretest question in order. By checking his answers and restudying appropriate materials, he should be able to proceed through the unit with little difficulty.

When the student completes the study of a unit, he is directed to take the unit self-diagnostic test. He should not take the self-diagnostic test until he feels sure he has studied all materials for the unit sufficiently. If he misses any item on the self-diagnostic test, he should use the Study Directory to restudy the material for that objective. Test items on both the pretest and the self-diagnostic test are numbered to correspond to the list of objectives at the beginning of each unit, as well as to the objective numbers in the Study Directory, so the student should have no difficulty locating relevant materials for each objective.

If the student uses the self-diagnostic exam correctly, he should be able to pass the formal end-of-unit examination. Therefore, instructors should remind those who fail unit exams or do poorly on them to take self-diagnostic exams only when they feel sure they can pass them. Students frequently use these exams as exercises for practice and this pattern spoils the self-diagnostic value of the exams.

UNIT STUDY MAP


1. Read Overview
2. Read Objectives
3. Know any Objectives ?
No
Yes
4. Attempt pretest items over any objectives you think you know
5. Check Answers
6. Correctly answer test item on objective?
No
Yes
6a. Additional study probably not needed on that objective before taking end-of-unit Posttest
6b. Consult Study Directory to locate needed materials
7. Read Study Suggestions in Unit Study Guide
8. Use Supplemental materials, if necessary
9. Take Self-diagnostic Test
10. Check Answers
11. Correctly answer each item?
No
Yes
12. Take End-of-Unit Test

4

Possible Problem Areas in the Course

The following comments are concerned with specific portions of the course to forewarn the tutor possible problem areas for students. The tutor is expected to report further problems to the Institute for Personal and Career Development at the time he or she submits evaluation reports.

INTRODUCTION TO THE COURSE

1. Format: The student reads the "How to Use" section in the Study Guide, which explains the procedure for progressing through the course, and sees a Unit Study Map and general descriptions of Unit Goals.

2. Possible problems:

   a. The student may fail to read the Student Manual prior to starting the Study Guide. This will deprive the student of some insight to the format and how to use materials.

   b. The student may fail to read the "How to Use" section of the Study Guide. If the student does not understand the material in this section, he or she will have difficulty completing the course.

   c. Occasionally a student will be confused by the flow chart called the Unit Study Map. The tutor who gets phone calls about this problem should ask the student to look at the map in his or her Study Guide while the tutor directs the student through the problem solving process, as indicated by arrows, and explains each step.

UNIT I. INTRODUCTION TO THE FIELD OF SOCIAL PSYCHOLOGY

1. Format: Study Guide and textbook

2. Possible problems:

   a. Students who have never experienced a self-instructional course will be learning to use one in Unit I. They may try skipping material or skimming when it is more appropriate to diligently study by following the designed sequence.

   b. Poor readers may miss important instructions.

   c. Students may disregard the importance of the performance objectives unless they have previously experienced having them provided for study purposes. After they experience the Self-diagnostic Examination and then the formal examination for Unit I, they should realize the importance of objectives in specifying areas of emphasis for study.

   d. Many learners will misuse the Self-diagnostic Examination. They'll try to write the exam before really being prepared. This action then spoils the diagnostic benefit of the exam for pinpointing the last few details the learner must work on before trying to write the formal examination. This inappropriate use of the Self-diagnostic Examination is called, "using it as practical exercises." Although practical exercises are useful in the learning process, they do not serve the same purpose as the Self-diagnostic Examination. This misuse may occur at any point in the course and will become apparent when students do poorly on the formal examination.

e. Objectives 7 and 8 may be difficult for students without previous experience with statistical concepts. If problems develop this would be a good time to remind the student to use the Study Guide wherever supplemental materials are provided. The text discussion of each statistical term is given further explanation and sample problems are presented. Tutors might inquire whether the student attempted the sample problems and checked their answers with those given in the Study Guide. These should be particularly helpful for those confronting statistical concepts for the first time.

UNIT II. SOCIALIZATION AND ITS CONSEQUENCES

1. Format: Study Guide and textbook

2. Possible problems:

   a. Students may find the material in this unit somewhat tedious. There are at least two possible reasons for this. First, part of the unit reviews some basic concepts and terms usually covered in introductory psychology courses. Some students may be familiar with these and not interested in going over them again. A second reason concerns the rather abstract concepts taken up, especially in the language and personality chapters. It may be helpful to again point out the value of the supplemental materials in the Study Guide since these provide background and additional explanation on the text treatment. This is especially important for the more difficult or abstract concepts (for example, Objectives 7 and 14-19 in this unit). Where the student reports having difficulty, suggest that she take each objective separately and carefully read both text and supplemental material.

b. On objectives 2, 3, and 4 tutors could point out that if the student is familiar with the material and finds the pretest questions easy he may want to skim this part and go on to Objective 5.

c. Tutors may need to explain that when the word "or" is used in an objective (for example, Objective 1--"Identify agents of, or characteristics which result from, the process of socialization.") it means that both aspects are included and should be studied. Examination questions may deal with either part, or both parts.

d. If students seem to be confused by the time they work on Unit II, tutors should check with them about their use of the study materials to assure they understand the format and are following it.

UNIT III. INTERPERSONAL BEHAVIOR

1. Format: Study Guide and textbook

2. Possible problems:

a. Objectives 9, 14, and 15 require the student to apply a principle to a concrete example. The text discussion may be too brief for grasping the basic principles and because of this we have provided more extensive discussion in the Study Guide along with practice problems. If students report difficulty, ask them to read the relevant Study Guide material along with the text until they can handle the practice problems with ease.

b. By this point in the course students should have adapted to the study procedure and should be reporting fewer problems with the material.

UNIT IV. ATTITUDES AND ATTITUDE CHANGE

1. Format: Study Guide and textbook

2. Possible problems:

    a. Objectives 10 and 12, dealing with dissonance theory, may be difficult to grasp at first. Students could be reminded that the Study Guide provides further explanation, as well as practice questions with explanatory answers. They should not attempt the End-of-Unit Test until they understand the practice questions.

UNIT V. INFLUENCING AND HELPING OTHERS

1. Format: Study Guide and textbook

2. Possible problems:

    a. There are no special difficulties with this unit, however it may be necessary to remind students to refer to the Performance Objectives and the correlated materials in the Study Guide. Performance Objectives provide a focus for study. Rather than vaguely attempting to learn "everything," the student should concentrate on proficiency with the stated objectives.

UNIT VI. GROUPS AND ORGANIZATION

1. Format: Study Guide and textbook

2. Possible problems:

    a. This is probably the most difficult unit in the course and it would be appropriate to forewarn the student. The unit involves extensive reading (three relatively long chapters) and twenty-three performance objectives. It is important that students allow themselves adequate study time. Two or three weeks would not be unreasonable unless they have unlimited time available for intensive study. By taking one chapter at a time and concentrating on the Performance Objectives and Study Guide, students should be able to master the material.

    b. You might also point out that cramming may be ineffective since a number of the concepts are related and may be confused when studied together in a long session. Better learning and recall should result from distributing study sessions over a period of days or even weeks.

    c. Objective 16 involves several pages of reading for a single objective. Rereading several times may be necessary for most students, as well as noting carefully what is required in the objective.

UNIT VII. AGGRESSION AND COLLECTIVE BEHAVIOR

1. Format: Study Guide and textbook

2. Possible problems: There are no special problems with this unit.

The Tutor: Roles, Tasks and Functions

The tutor assures proper student use of materials for successful completion of the course. To do this, the tutor must be familiar with the materials, the format, the learning sequence and all of the options available to students for attaining performance objectives for each unit.

Tutors may not change the course in any manner. The course content, instructional sequence, instructional strategies and evaluation instruments will be changed only by the professional developers. Because of the objective nature of learning criteria for this course, the tutor has almost no interpretive role to perform.

TUTOR/STUDENT CONTACTS

Each student receives all materials necessary for the course in one package. If the students understand the proper use of course materials, the tutor may only hear from them when they request assistance.

Tutor/student contacts should be recorded and the problem explained for course evaluation purposes. The tutor should submit explanations for instructional ineffectiveness to the Institute for Personal and Career Development as explained under Evaluation Procedures and Materials. Eventually, when the course has been revised to satisfy learner needs, the tutor/student contacts should be minimal.

SCHEDULES AND SCHEDULING

The course can be completed in the time ordinarily devoted to a three semester hour university course. Only special circumstances should be considered as reasons for students to require more than six months to complete it.

EVALUATION PROCEDURES AND MATERIALS

The student is required to take seven unit examinations. No comprehensive final examination is required. The end-of-unit examinations should be taken in sequence. No repeat exams are provided for in the course. If a student scores under 80% on a given end-of-unit examination, he should be strongly encouraged to review the unit and to especially restudy those objectives for which he was not able to answer posttest items correctly in order to improve his chances of success on the later units.

Items on the end-of-unit examinations are numbered to correspond with the objectives for the unit. Both the pretest and the self-diagnostic test are equivalent to the end-of-unit examination.

Whenever a student fails a formal unit exam, the tutor should admonish that student to use the materials--especially Self-diagnostic Examinations--as they are designed.

Monitors are responsible for strict security of examinations so evaluation results are true indicators of learning effectiveness. Reports of examination results by unit should be made to the Institute for Personal and Career Development with comments concerning difficulties encountered by the learner.

GRADES AND GRADING

Each end-of-unit examination is objectively scored with one point allowed for each correct answer. Only numerical scores will be assigned to end-of-unit examinations. Therefore the highest possible score on each end-of-unit examination will be:

UNIT	HIGHEST POSSIBLE SCORE
1	9
2	19
3	20
4	19
5	14
6	23
7	16

At the completion of the course, scores on the end-of-unit examinations will be summed and letter grades assigned on the following basis.

EXAM SCORE (PERCENT)	GRADE	C/NC REGISTRATIONS
90% or above	A	Credit
80% - 89%	B	Credit
70% - 79%	C	Credit
below 79%	re-examination required	

PHILOSOPHY

Psychology 330 has been designed for the learner. Its logical organization assists the student in mastering the objectives of the course, and its content emphasizes practical application as well as consideration of theory. A student's ability to learn as specified by course objectives and her appreciation for the practical aspects of the subject matter serve as motivational stimuli to continue study and complete course requirements.

AUG 19 1976

INTRODUCTION TO SOCIAL PSYCHOLOGY

STUDENT MANUAL

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Sabrina Jones, typist

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Introduction to Social Psychology was developed by the Division of Instructional Resources and the Institute for Personal and Career Development of Central Michigan University.

USE OF STUDENT MANUAL

Is your first inclination to skim this manual quickly and get on to the content of the course? If it is, don't. This manual contains information essential to your success in the course.

The student manual is designed to facilitate student use of the self-instructional course. Once you have completed the first unit of study, you will understand the instructional format. However, if you have not formerly completed a self-instructional course, you may need assistance in proper use of the materials to successfully complete the first unit.

Even in an on-campus course, there is a need for you to know such things as grading policies, and what material is to be covered. Such information is necessary for this course also, but more is needed because it is structured quite differently from typical university courses. In addition to reading assignments, the instructor has provided a study map, general goals and instructional objectives, and pre- and postdiagnostic examinations.

You should read the student manual carefully before starting on the course so you'll know early success in the use of designed learning materials.

NOTE: Throughout the Student Manual and the Study Guide the pronouns "he" or "she" may be used alone for succinctness and are intended to refer to both females and males.

COURSE DESCRIPTION

Psychology 330 is designed as an introduction to the field of social psychology. The two general goals of the course are: first, to develop a background in the concepts, methods and approaches which characterize the field, and to provide the skills for further work in psychology and the social sciences; second, to encourage the application of principles and concepts to everyday experience in the social environment. Since each of us is, by necessity, a practicing social psychologist, a systematic study of the field should be personally rewarding and of practical value. Although not intended as a research course, it does give some attention to the skills involved in the interpretation of research results. Dealing, as it does, with the interface of the individual and society, social psychology has particular relevance in an era of great social unrest and change.

As a kind of hybrid field, social psychology touches most of the other social sciences at one point or another. Due to the wide range of issues and problems included under its mantle, this course utilizes an extensive, rather than an intensive treatment. Major emphasis is given to the traditional areas of interpersonal and group behavior, attitudes, and social influence, while providing a perspective on the newer topics of altruism, aggression and social change. The course is oriented around the proposition that social behavior may best be understood as a joint product of situational influences and individual or personality factors.

Although courses in general psychology and sociology would be helpful prerequisites, the course can be successfully completed by students without this background.

COURSE ORGANIZATION

This course is divided into seven units. The units should be completed in the order listed below. As soon as one unit is completed, another should be begun.

Unit I.	Introduction to the Field of Social Psychology
Unit II.	Socialization and Its Consequences
Unit III.	Interpersonal Behavior
Unit IV.	Attitudes and Attitude Change
Unit V.	Influencing and Helping Others
Unit VI.	Groups and Organizations
Unit VII.	Aggression and Collective Behavior

COURSE CONTENT

The subject-matter content and skills developed in the course are outlined below. The units are to be studied in their numerical order.

UNIT I: INTRODUCTION TO THE FIELD OF SOCIAL PSYCHOLOGY

A. Subject Matter

1. The definition and approach of social psychology

2. Modes of studying behavior

    a. Nomethetic
    b. Idiographic
    c. Individual differences

3. Research methods

    a. Case Study
    b. Survey
    c. Simulation
    d. Laboratory experiment

4. Issues in research

    a. Artifacts in experimentation
    b. Ethical questions

5. Basic statistical concepts

    a. Populations and sample
    b. Testing differences and probability
    c. Central tendency and variability
    d. Types of scales

        (1) Nominal
        (2) Ordinal
        (3) Equal Interval
        (4) Ratio

    e. Correlation

B. Skills

1. Demonstrate an understanding of terms relevant to the definition of social psychology
2. Identify different approaches to the study of behavior
3. Demonstrate an understanding of major research methods in social psychology--advantages and disadvantages--and factors which produce experimental artifacts
4. Identify possible sources of ethical problems in social psychological research
5. Interpret concepts used in reporting research results

UNIT II: SOCIALIZATION AND ITS CONSEQUENCES

A. Subject Matter

1. The process of socialization
    - a. The concept of socialization
    - b. Two major approaches to the study of socialization
        - (1) Cumulative learning
            - (a) Classical conditioning
            - (b) Instrumental conditioning
            - (c) Observational learning
        - (2) Developmental learning
            - (a) Freud's psychosexual development
            - (b) Piaget's stages in cognitive development
    - c. Areas of socialization
        - (1) Dependency
        - (2) Sex roles
        - (3) Morality

d. Effects of early social deprivation
e. Problems of political socialization

2. Language and communication

    a. Approaches to the study of language

        (1) Criteria of human language
        (2) Design features approach

            (a) Verbal and nonverbal
            (b) Emotional expression
            (c) Double-bind messages

    b. Language acquisition

        (1) The learning theory approach and its limitations
        (2) The nativistic approach

    c. Language and culture

        (1) Relationship between language and thought

            (a) Linguistic relativity (Whorfian hypothesis)

        (2) Dimensions of meaning across cultures
        (3) Racial and class language differences

3. Personality

    a. The concept of trait (or disposition)
    b. Basic concepts related to the assessment of personality traits

        (1) Test construction
        (2) Reliability and validity
        (3) Experimental manipulation of traits

c. Traits relevant to social psychology
    (1) Internal vs. external locus of control
    (2) Need for social approval
    (3) Self-esteem

d. Interaction between personality and situational factors

B. Skills

1. Demonstrate an understanding of the concept of socialization
2. Identify major types of learning and basic concepts appropriate to each
3. Identify distinguishing characteristics of two major approaches to study of socialization
4. Identify major conclusions of research on moral development
5. Classify types of communication and identify various nonverbal messages
6. Differentiate between two basic theories of language acquisition
7. Demonstrate an understanding of the linguistic relativity hypothesis
8. Demonstrate an understanding of the trait concept and the procedures for assessing traits
9. Predict certain behaviors on the basis of knowledge about internal-external locus of control
10. Demonstrate an understanding of the processes involved in self-concept development

UNIT III: INTERPERSONAL BEHAVIOR

A. Subject Matter

1. Perception of others

a. The self-fulfilling prophecy (Pygmalion effect)

(1) Rosenthal study of teachers
(2) Role of attractiveness in perception

b. Process of conceptualization

(1) Advantages and disadvantages of concepts
(2) Implicit personality theory
(3) Emotional evaluation and the "halo"
(4) Asch experiments and impression formation
(5) Methods of dealing with inconsistent information

c. Attributing causality

(1) Power or capacity
(2) Internal vs. external causality
(3) Motivational factors
(4) Actor vs. observer

d. Self-perception of emotion

(1) Schachter approach

2. Interpersonal attraction
    - a. Environmental influences
        - (1) Physical proximity
        - (2) Interpersonal space
        - (3) Temperature and crowding
    - b. Perceived attributes
        - (1) Physical attractiveness
        - (2) Similarity in attraction--A-B-X model
        - (3) Complementarity in attraction
    - c. Effects of another's behavior
        - (1) Misfortune and the "just world"
        - (2) Reciprocal effects of liking
        - (3) Gain-loss theory
    - d. Depth in relationships
        - (1) Romantic love
        - (2) Relationship levels and the filtering process

3. Exchange and strategy in social life
    - a. Social approval as exchange
    - b. The interaction matrix--approach of Thibaut and Kelley
    - c. Cooperation vs. exploitation--factors in interpersonal bargaining
    - d. Effects of norms and roles--Reciprocity norm
    - e. Tactics of self-presentation
        - (1) Altercasting and face
        - (2) Ingratiation techniques
    - f. Characteristics of the Machiavellian

B. Skills

1. Identify factors related to one's perception of others

2. Demonstrate an understanding of conceptualization processes by identifying

   (a) Advantages and disadvantages
   (b) Its role in implicit personality theory and the formation of impressions.

3. Identify methods of dealing with inconsistent information

4. Predict causality as perceived by different people in different situations

5. Interpret results of the Schacter research in self-perception of emotion

6. Demonstrate an understanding of factors influencing interpersonal attraction by identifying and/or interpreting the role of each of the following in the process: environmental influences, perceived attributes, effects of the behavior of others, and depth in relationships

7. Demonstrate an understanding of exchange and strategy in social life by

   a. Interpreting research in the area of social approval
   b. Selecting responses which best fit the minimax strategy in an interaction matrix
   c. Relating condition of an interaction to a specific exchange model
   d. Differentiating factors facilitating cooperation from those which facilitate exploitation
   e. Identifying and/or predicting the effect of norms and roles

f. Identifying tactics involved in self-presentation; and by
g. identifying characteristics of the Machiavellian orientation

UNIT IV: ATTITUDES AND ATTITUDE CHANGE

A. Subject Matter

1. Social attitudes

    a. Definition and components
    b. Measurement

        (1) Types of scales
        (2) Behavioroid and behavioral measures

    c. Attitudes vs. behavior
    d. Origins of attitudes

        (1) Direct contact
        (2) Indirect learning
        (3) The functional approach
        (4) Conditioning

    e. Attitude organization

        (1) Balance theory
        (2) Values and attitudes
        (3) Limits of consistency approaches

2. Attitude change

    a. Components of persuasion

        (1) The communicator and credibility
        (2) Variations in the message
        (3) The audience and personality factors

    b. Role-playing

c. Frames of reference
d. Cognitive organization and change

  (1) Incongruity and its strategies
  (2) Cognitive dissonance

    (a) Free choice and forced compliance
    (b) Modifications of dissonance theory

3. Prejudice

  a. Definition
  b. Causes or theories or prejudice

    (1) Historical
    (2) Sociocultural and situational
    (3) Personality
    (4) Phenomenological
    (5) Naive approach

  c. Changing views
  d. Consequences of prejudice

    (1) Effects on the prejudiced
    (2) Effects on the victim

  e. Methods of reducing prejudice

    (1) Social and economic reform
    (2) Child-rearing
    (3) Intergroup conflict
    (4) Role-playing

  f. Functions of consciousness raising

B. Skills

  1. Identify definitions (or components) of social attitudes

  2. Identify, compare and/or contrast methods or instruments of attitude measurement

3. Classify attitudes as to probable origin
4. Identify components of persuasion in the process of attitude change
5. Interpret research results in the area of the effect of role playing on attitude change
6. Predict attitude changes based on frame of reference principles
7. Predict consequences based on "cognitive organization" approaches to attitude change
8. Identify definitions, and causes (or theories of causes) of prejudice
9. Identify consequences of prejudices and possible methods of reduction

UNIT V: INFLUENCING AND HELPING OTHERS

A. Subject Matter

1. Social influence

    a. Sources of influence

        (1) Social comparison
        (2) Sherif experiment
        (3) Conformity and the Asch research
        (4) Obedience and the Milgram study

    b. Deviance

        (1) Reactions to the deviant--Schachter study
        (2) Behavior of the deviant

c. Resistance to influence

   (1) Social support
   (2) Multiple groups
   (3) Reactance
   (4) Inoculation effect

d. Techniques of influence

   (1) Expressed confidence
   (2) Foot in the door
   (3) Guilt

2. Prosocial behavior

a. Significance of the topic

   (1) Definition and clarification
   (2) Current emphasis in social psychology

b. Influence of others

   (1) Models
   (2) Bystander response to emergency

c. Recipient characteristics
d. Internal states
e. Effects of altruism

   (1) Reciprocity
   (2) Failure to help
   (3) Reactions of the recipient

B. Skills

1. Identify factors which influence the helping of others

2. Identify probable causes of deviance from norms and probable responses to deviance from such norms

3. Predict probable success of specific techniques of influence

4. Define the term "prosocial behavior" and interpret its significance in the field of social psychology

5. Identify factors hypothesized to effect prosocial behavior

6. Interpret the results of research in the area of prosocial behavior

UNIT VI: GROUPS AND ORGANIZATIONS

A. Subject Matter

1. Informal groups

a. Group defined

(1) Formal and informal groups
(2) Bases of affiliation

(a) Social comparison
(b) Cognitive clarity
(c) Anxiety reduction

b. Development and effect of norms--Reference and membership groups
c. Structure
d. Leadership--Approaches to study of leadership
e. Cohesiveness--Causes and consequences

- f. Intergroup conflict
  - (1) Sherif study
  - (2) Methods of reducing conflict
- g. Intensive groups
  - (1) Common characteristics
  - (2) Types of learning

2. Group decisions and conflicts
   - a. Factors in group performance
     - (1) Task aspects
     - (2) Group size
     - (3) Social facilitation
     - (4) Group composition
     - (5) Leadership style
       - (a) Democratic-authoritarian
       - (b) Task vs. relationship oriented
     - (6) Group structure--Communication patterns
   - b. Groupthink--Causes and symptoms
   - c. Risky shift
   - d. Intergroup conflict
     - (1) Models of conflict
     - (2) International conflict
3. Psychology of organizations
   - a. Organizational goals
   - b. Approaches to organizational effectiveness
     - (1) Scientific management
     - (2) Human relations approach
     - (3) Katz and Kahn model
     - (4) Need hierarchy approach

- c. Structure
    - (1) Mechanical vs. organic models
    - (2) Process vs. product
    - (3) Group climate and leadership style
- d. Control systems--Dysfunctionality
- e. Bureaucracy
- f. Organizational change

B. Skills

1. Identify defining characteristics of formal and informal groups, aggregates, and intensive groups and factors related to their development and functioning.

2. Interpret the effect of each of the following on the functioning of formal and informal groups: structure, leadership, cohesiveness and intergroup conflict.

3. Identify or evaluate the success of different approaches to organizational effectiveness.

4. Identify defining characteristics of group structure, control systems and mechanisms for organizational change.

UNIT VII: AGGRESSION AND COLLECTIVE BEHAVIOR

A. Subject Matter

1. Aggression
   - a. Defining aggression
   - b. Biological elements in aggression
   - c. Frustration-Aggression hypothesis
   - d. Institutional aggression
     - (1) Authority reactions
     - (2) Deindividuation
   - e. Effects of reward and punishment
   - f. Modeling--Film and TV effects
   - g. Reducing aggression
     - (1) Catharsis
     - (2) Modeling
     - (3) Reward and punishment
     - (4) Knowledge of consequences

2. Collective behavior
   - a. Dimensions and components of collective behavior
   - b. Smelser's value-added theory
     - (1) Determinants
     - (2) Components of action
   - c. Other elements in the collective response
     - (1) Relative deprivation
     - (2) Attitudes
     - (3) Personality and political altruism
   - d. Joining the movement
     - (1) Situational factors
     - (2) Personality

e. Crowd behavior

    (1) Theories of the crowd

        (a) Le Bon
        (b) Freud
        (c) Emergent-norm model

    (2) Situational factors

        (a) Contagion
        (b) Anonymity
        (c) Rumor

B. Skills

1. Identify factors hypothesized to influence aggression

2. Evaluate research results pertaining to the effects of reward, punishment, and modeling on aggression

3. Assess the effectiveness of methods hypothesized to reduce aggression

4. Identify dimensions and components of collective behavior

5. Identify distinguishing characteristics of specific theories of collective behavior

COURSE DESIGN

This manual is designed to help you successfully complete this self-instructional course. Once you have completed the first unit of study, the instructional format should be clear. If this is your first experience with a self-instructional course, you should study this manual carefully before beginning Unit One of the course.

The materials in this course have been carefully tested by students, and the arrangement and format have been designed to maximize your success and minimize correspondence with a tutor.

Again, you should read the student manual carefully before starting work on the course to have early success in the use of designed learning materials.

The following materials are supplied for your use:

1. The Unit Study Guide (or The Study Guide)
2. Textbook: Social Psychology: Explorations in Understanding. Del Mar, California: CRM Books, 1974.

THE UNIT STUDY GUIDE

The Study Guide is your intermediary between the text and successful completion of the course objectives. It provides additional instruction where the text is weak, and it allows you to check your progress before taking the end-of-unit examination. The Study Guide has the following format:

1. Table of Contents
2. Instructions To The Student
3. Unit Goals
4. Units

    a. Unit Overview
    b. Performance Objectives
    c. Pretest
    d. Pretest Answer Key
    e. Study Directory (Objective/Textbook/Study Guide correlation)
    f. Study Suggestions (included when necessary)
    g. Supplemental Materials
    h. Self-diagnostic Test
    i. Self-diagnostic Test Answer Key

The Instructions Section of the Study Guide will familiarize you with the process of using self-instructional materials. You need to thoroughly understand the organization of the materials and study procedures. This section explains the instructional format, self-evaluation procedures, and provides a unit study map or guide.

The units are all designed in the same way to maximize your chances for successful completion of the materials. The first item in each unit is a brief introduction to the content of the unit and usually lists the key concepts or ideas introduced in the unit. A list of performance objectives, or what you'll be expected to do at the end of the unit is the next item in each Unit Study Guide. Next a pretest is provided, so you can assess how much you know about a unit before you begin your study of the unit.

The Study Directory is one of the most important parts of each unit. It provides a complete correlation of the objectives with relevant pages in the textbook, and with the supplemental materials in the Study Guide. The Study Directory also indicates whether textbook materials should be read before or after the supplemental materials in the Unit Study Guide.

The Study Suggestions section includes directions as to which parts of the text are to be read (or do not have to be read) and other helpful hints for successfully completing the unit. The Supplemental Materials section provides help in understanding content.

The Self-diagnostic Test is an alternate form of the end-of-unit examination. If you can successfully complete the Self-diagnostic Test, your performance on the end-of-unit examination should be successful also. You should take the Self-diagnostic Test only after you feel confident you know all the unit objectives. Do not use the questions on the Self-diagnostic Test as sample exercises as you study the unit. (The pretest could be used that way!)

Both the Pretest and the Self-diagnostic Test are numbered to correspond to the objectives. For example, if you miss item number six on a test, you should study the material listed in the Study Directory for Objective 6.

When you complete a Self-diagnostic Examination with a score higher than 80%, you are probably ready to take the formal examination. Certainly, scores of less than 80% indicate a definite need for further study!

You should complete one unit at a time in proper sequence, since some units contain instruction on subject matter which is prerequisite to understanding subsequent instruction.

LEARNER PROGRESS

The study guide for each unit includes both a pretest and a self-diagnostic test. Occasionally you may feel that a unit of instruction covers material with which you are already familiar. In such cases you should attempt the pretest items over those objectives which you think you may already know, and check your answers with those provided in the study guide. For your convenience, both the items on the pretest and the self-diagnostic test are numbered to correspond to the objectives of each unit. Regardless of your performance on these items, you will have to take a formal end-of-unit posttest over those objectives, so the main purpose of attempting any pretest items before studying the unit is to identify sections of the material you may not need to study, or may not need to study as carefully. Therefore you should not devote a lot of time attempting to answer items on the pretest if you have no knowledge of the objectives.

The Study Directory will assist you in identifying relevant textbook material and exercises and in identifying relevant study guide materials for each objective. You may prefer not to master only one objective at a time, but rather to read the textbook chapter in its entirety, then complete relevant exercises. The unit study guides will provide assistance, regardless of the mode of study you choose.

After you have studied all materials for a unit, you should then take the self-diagnostic test. You should never take the formal end-of-unit examination until you feel secure in your ability to perform on the self-diagnostic test. Since objectives are provided for each unit, you may work toward achieving one hundred percent. Don't be satisfied until you are sure you have mastered all objectives. Then, and only then, should you take a formal examination over the material.

If you are unable to perform as the self-diagnostic test item requires, you determine which objective is tested by that item, locate the necessary materials for the objective covered by the test item in the Study Directory, and study, or restudy, the required sections.

EXAMINATION PROCEDURES

Since your final grade will be determined by your performance on the end-of-unit tests, it is important that you understand how these credit examinations will be carried out.

You will be required to take seven end-of-unit tests, one at the end of each unit. Each end-of-unit test will be closed book, timed, and proctored. To facilitate scoring, all end-of-unit tests are multiple-choice.

Procedures

You have contracted the time, date, and place the exams will be given. If you cannot take an exam on the scheduled date, you should contact the proctor and reschedule the exam. Under no circumstances should you take an exam for which you are not completely prepared.

The proctor will administer your exam and return it to the Institute after it is completed. This same procedure is followed for each of your six exams.

GRADES AND GRADING

Since no classroom or "class" exists for this course, your grade is based on attainment of course objectives, not on a normal learning curve for some group.

Numerical grades will be assigned to each end-of-unit posttest. Your final letter grade will be determined by averaging the numerical grades on each test. Letter grades for the course will be assigned on the following basis:

EXAM SCORE (PERCENT)	GRADE
90% or above	A
80% - 89%	B
70% - 79%	C

This course has been so designed that you should not get less than a "C." In fact, credit will not be given for a lower grade. If you follow all the procedures, read and complete all the assignments, and contact the instructor when you encounter difficulties, you should be able to get an "A."

After you have completed an exam, the proctor will provide you with a copy of the answer sheet, an answer key, and a Test Items-Objectives Reference Sheet. On the Reference Sheet you will indicate those test items you answered incorrectly and calculate your grade. The Reference Sheet will show any objectives you missed so that you can focus any restudying that may be necessary on those objectives.

The graded examinations will generally be returned to you within ten days after the completed exams have been received by the Institute.

If you have any questions concerning grading procedures, contact the Institute, (517) 774-3865.

TIME LIMITS

It is recommended that this course be completed in twelve weeks or less. This will require perseverance and considerable work, but the overall learning experience will be more desirable if the course is completed in a concentrated time period.

If you wish to complete all the course requirements in less time, you are encouraged to do so. There is no minimum time period.

In the event everything is not completed within the time specified in your Learning Package Contract, you will receive an incomplete grade. This incomplete can be made up by completing all the course requirements. However, if you do not complete the course within a period of twelve months and wish to continue, you will be required to register for the course again.

HELP!

What do you do if you need help?

If you have a problem related to course work, contact your tutor. If your question relates to missing materials, lost exam, inability to take an examination at a scheduled time, or any question about the administrative aspects of the course, contact the Institute.

If, after repeated efforts, you cannot contact your tutor, contact the Institute either by mail or phone.

When you call the Institute, your questions will be dealt with quickly if you:

1. Give your name and identify yourself as an IPCD student;
2. State that you have a problem or question relating to the Introduction to Social Psychology course.

It may occasionally take some time to locate the person who can answer your question, but every effort will be made to answer all questions on the same day.

If, even after we've tried to solve your problem, you feel you still don't have the answer, tell us so. Let us try again.

The telephone number of the Institute is (517) 774-3865.

BACKTALK

At the end of the final examination you will be asked to complete a Course Evaluation form. The information that you provide to the author and course designers helps to develop instructional packages which are better designed, are more effective forms of instruction, and which will ultimately better serve the educational needs of students.

The Course Evaluation consists of two parts--a set of specific questions related to various aspects of this instructional package, and a separate sheet for personal reactions, opinions, constructive criticisms, and any comments you think will be helpful in future revisions of these materials.

Make no mistake! This, as other instructional packages, will be revised and improved by the comments provided by you and other students. Help us out.

AUG 19 1976

INTRODUCTION TO SOCIAL PSYCHOLOGY

Unit Study Guide

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INSTRUCTIONS TO THE STUDENT

MATERIALS IN THE PACKAGE

INTRODUCTION

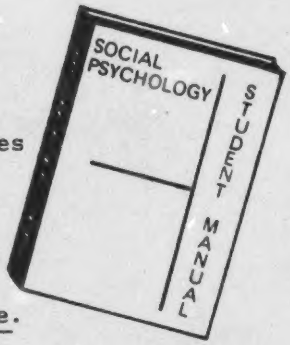
This course is self-instructional. In other words, you should be able to successfully complete this course using only the materials in this package without the assistance of an instructor.

The package of materials for Psychology 330: Social Psychology, contains the following materials:

1. Student Manual
2. Textbook: Social Psychology: Explorations in Understanding. Del Mar, California: CRM, 1974
3. Unit Study Guide

STUDENT MANUAL

The Student Manual contains all of the "administrative" information you will need to know in order to complete the course, such as, procedures for requesting and taking tests, contacting IPCD when you need help, and grading policies. If this is your first IPCD course, you should read the student manual now before reading any further in the Unit Study Guide.



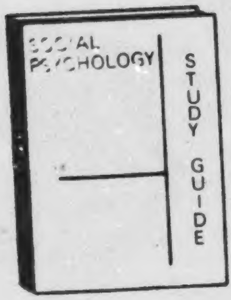
TEXTBOOK

The textbook for this course is Social Psychology: Explorations in Understanding. The Unit Study Guide provides instructions about which sections of the textbook should be read for each unit of the course.

SOCIAL
PSYCHOLOGY

UNIT STUDY GUIDE

The third item in the package of materials for this course is the Unit Study Guide, which you are now reading. The Unit Study Guide is one of the most important parts of the package of materials for the course since it will serve as your instructor telling you what material should be read, when to read it, and how to evaluate your progress. The use of the Unit Study Guide is explained in greater detail in the following section.



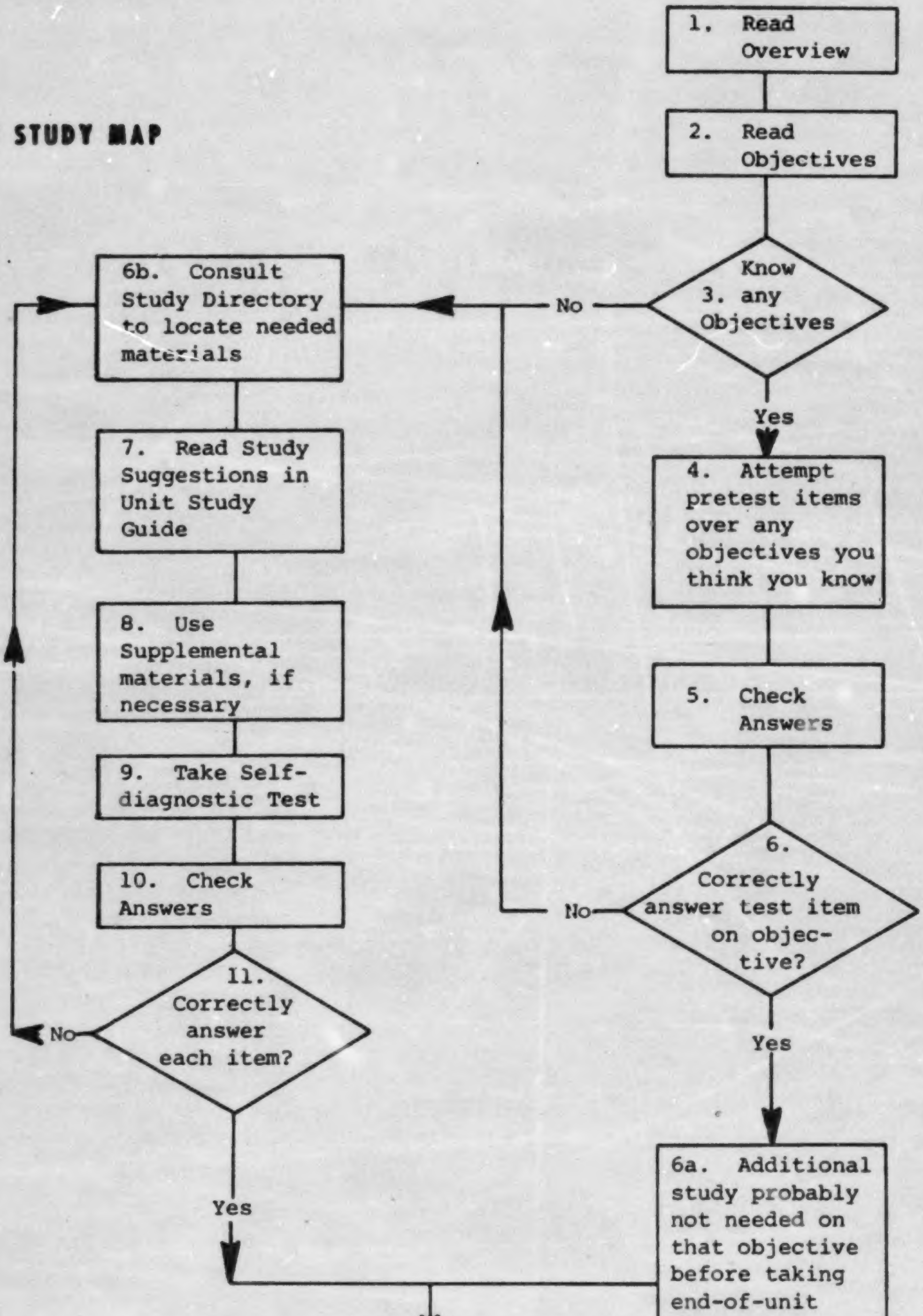
HOW TO USE THE UNIT STUDY GUIDE

The Unit Study Guide for this course is divided into seven sections--one section for each unit of the course. Each section of the Unit Study Guide has the following items, which are arranged in the same order in each section:

1. Overview
2. Objectives
3. Pretest
4. Pretest Answer Key
5. Study Directory
6. Study Suggestions (included when necessary)
7. Supplemental Materials
8. Self-diagnostic Test
9. Self-diagnostic Test Answer Key

The purpose of these items is to make this course self-instructional. How these items are to be used to accomplish this purpose is diagrammed in the Study Map on the next page. This Study Map, in the form of a flow chart, will tell you, step by step, exactly how to proceed through each unit. If you have never "read" a flow chart, you should carefully read the explanatory sections which follow the Study Map. Corresponding to a step on the Study Map, each section explains that particular step in the procedure for completing each unit. This procedure should be followed for each unit.

UNIT STUDY MAP


1. Read Overview
2. Read Objectives
3. Know any Objectives
No
Yes
4. Attempt pretest items over any objectives you think you know
5. Check Answers
6. Correctly answer test item on objective?
No
Yes
6a. Additional study probably not needed on that objective before taking end-of-unit Posttest
6b. Consult Study Directory to locate needed materials
7. Read Study Suggestions in Unit Study Guide
8. Use Supplemental materials, if necessary
9. Take Self-diagnostic Test
10. Check Answers
11. Correctly answer each item?
No
Yes
12. Request End-of-Unit Test

ORGANIZATION OF A UNIT

Since this Unit Study Guide will be your instructor for this course, if you don't understand the purpose of each item in the study guide and how it should be used, you will not be able to successfully complete this course. Therefore you should be sure you understand the organization of each unit before beginning the course. You will be given a chance to check and see how well you understand the organization of the course at the end of this section. If your answer indicates you don't understand how the course is organized, you should re-read this section until you do.

1. OVERVIEW

The first item in each unit study guide is a short introduction which provides an overview of the topics included in the unit. This corresponds to Step 1 on the Study Map.

2. OBJECTIVES

The second item in each of the seven sections of the Unit Study Guide is a list of performance objectives. These objectives tell you what you should know or be able to do at the end of the unit. This corresponds to Step 2 on the Study Map.

As you read the objectives for each unit, you should mark any objectives which you think you already know. This corresponds to Step 3 on the Study Map.

3. PRETEST

The third item in each section of the Unit Study Guide is a pretest, which is numbered to correspond to each objective. For example, item #7 tests objective #7.

Occasionally, after reading the objectives at the beginning of the unit, you may think you know enough about an objective to pass a test over it without studying. As the name "pretest" implies, items on this test should be attempted for any objective you think you know before you begin a unit, to see if you know as much about the objective as you think you do. Therefore the next step in completing each unit is to try to answer items over any objectives you think you already know. This corresponds to Step 4 on the Study Map.

Since there's no need to try to answer pretest questions over objectives you don't know, the time you spend trying to answer pretest questions will vary from unit to unit. Reading the objectives for the unit will give you an idea of how much time you will need to devote to the unit pretest. If after reading an objective you think you might be able to pass the test item for that objective, you should devote enough time to the item to enable you to determine your knowledge and/or skills in this area. On the other hand, if after reading an objective you realize it is highly unlikely that you would be able to pass a test over that objective, there is no reason why you should spend a lot of time trying to answer the test question over the objective.

4. PRETEST ANSWER KEY

Immediately following the pretest is an answer key. If you attempted any items on the pretest, you can check your answers against those provided in the answer key. This corresponds to Step 5 of the study map.

Regardless of your performance on any pretest items, you will be expected to take the formal end-of-unit test. However the results of the pretest will help you identify materials in the unit which you may not need to study.

5. STUDY DIRECTORY

Following the pretest is a study directory which indicates textbook and study guide materials which should be used for each objective. This Study Directory is a good place to mark any objectives which you already know, and to mark off objectives as you learn them. This item in the Unit Study Guide corresponds to Step 6 - 6b on the study map.

The Study Directory for Unit 1 is on page 27 of this Study Guide. At this point, you should take a few minutes to familarize yourself with the Study Directory on page 27 of the Study Guide.

The study directory for each unit is one of the ways the Study Guide serves as your instructor for this course. This list gives you the assignments for each objective, so you should always consult the Study Directory for each unit to determine pages of the textbook and Study Guide which should be studied for each objective.

6. STUDY SUGGESTIONS

You will often need instructions regarding the use of supplemental materials, for example, whether they should be studied before, after, or in conjunction with the textbook materials. Such suggestions pertaining to the use of supplemental materials are provided in the "Study Suggestions" section. This corresponds to Step 7 on the Study Map.

7. SUPPLEMENTAL MATERIALS

This course is designed to be self-instructional, so whenever textbook materials are not quite adequate for teaching an objective, supplemental materials have been developed for that purpose and placed in the Unit Study Guide. The column titled "Study Guide Pages" in the Study Directory refers to such supplemental materials in the Study Guide.

The supplemental materials are another feature of the Unit Study Guide which enables it to serve as your "instructor" for this course. Like an instructor, the supplemental materials can help you in many different ways. For example, they can point out things which you should be aware of as you read the textbook materials, they can summarize information presentation in the textbook, or they can provide explanations not included in the textbook.

Suggestions about the use of these "Supplemental Materials" are always given in the "Study Suggestions" section which immediately precedes them, so you should always read the "Study Suggestions" section before beginning to study the first objectives of a unit. This corresponds to Step 8 on the Study Map.

8. SELF-DIAGNOSTIC TEST

When you feel you have mastered all of the objectives for the unit, you should take the self-diagnostic test which is similar to the end-of-unit test on which you will be graded. You should not take this test until you are reasonably sure you can answer each item correctly, so that when you take this test, you can look at your score and have a good idea of the score you would have received on the final end-of-unit test had you taken it at this time.

The self-diagnostic test serves to identify areas in which you may need additional study before taking the actual unit test in much the same way as a conference with an instructor before a test may help to identify areas where additional study is needed. This corresponds to Step 9 on the Study Map.

9. SELF-DIAGNOSTIC TEST ANSWER KEY

When you have answered all the items on the self-diagnostic test, check your answer with those given in the self-diagnostic test answer key. This corresponds to Step 10 on the Study Map.

If you are able to answer all items correctly, you should also be able to answer all items on the formal end-of-unit test correctly, so you should request it at this point. If, however, you are not able to answer all items on the self-diagnostic test, you should restudy those objectives which appear to be causing difficulty, then attempt the self-diagnostic test over those objectives. The formal end-of-unit test should not be attempted until you are able to answer all items on the self-diagnostic test without difficulty. The procedures for requesting and taking the actual end-of-unit test is explained in the Student Manual. This corresponds to Step 12 on the Study Map.

EXERCISE

Remember that the procedure for completing each unit is the same. You will become more familiar with this procedure as you progress through each unit. However it is important that you become somewhat familiar with the procedure before you begin Unit I. The following exercise will allow you to check your understanding of how the course is organized before you begin the unit. Do this exercise before you begin Unit I.

On the following page is a list of statements about the order in which you should complete each unit. Rewrite the statements, arranging them in an order which indicates the order in which they should be done in completing each unit. Check your answer by turning to page 14.

Take Self-diagnostic Test

Use Supplemental Materials if Necessary

Read Introduction

Check Answers with Pretest Answer Key

Read Objectives

Attempt Pretest Items over any Objective You Think You Already Know

Read Study Suggestions

Consult Study Directory

Check Answers with Self-diagnostic Test Answer Key

ANSWER TO EXERCISE ON PRECEDING PAGE

1. Read Introduction
2. Read Objectives
3. Attempt Pretest Items Over Any Objectives You Think You Already Know
4. Check Answers With Pretest Answer Key
5. Consult Study Directory
6. Read Study Suggestions
7. Read Supplemental Materials If Necessary
8. Take Self-diagnostic Test
9. Check Answers With Self-diagnostic Test Answer Key

IF YOU ANSWERED THE EXERCISE ON THE PRECEDING PAGE CORRECTLY, YOU ARE READY TO BEGIN UNIT I. DO NOT BEGIN UNIT I UNTIL YOU ARE ABLE TO DO THE EXERCISE ON THE PRECEDING PAGE CORRECTLY.

THE UNIT GOALS

Performance Objectives are explicitly stated at the beginning of each unit of study; however, the general goals for each unit of the course are as follows:

Unit I: Introduction to the Field of Social Psychology

Demonstrate an understanding of the "scope" of the field of social psychology and methods of social psychological research by identifying or interpreting: (1) relevant terms or concepts, (2) different approaches to the study of behavior, (3) advantages and disadvantages of major research methods and/or factors which produce experimental artifacts, and (4) possible sources of ethical problems in social psychological research.

Unit II: Socialization and Its Consequences

Demonstrate an understanding of (1) the socialization process: major concepts and approaches to the study of the process, areas of socialization and the effects of early social deprivation, and (2) the role of language and communication, and personality in the socialization process.

Unit III: Interpersonal Behavior

Identify factors influencing the perception of others, interpersonal attraction and exchange and strategy in social life; and demonstrate an understanding of the significance of the above factors in the study of social psychology.

Unit IV: Attitudes and Attitude Change

Demonstrate an understanding of (1) factors hypothesized to effect attitude change and (2) different instruments and/or methods of attitude measurement.

Unit V: Influencing and Helping Others

Demonstrate an understanding of the effect of each of the following on social behavior: norms, and the effect of deviation from; social comparison theory; conformity; obedience; resistance to social influence; persuasion; altruism; modeling; internal psychological states; personality characteristics and the norm of reciprocity.

Unit VI: Groups and Organization

Demonstrate an understanding of (1) characteristics of formal and informal groups, (2) factors which influence their functioning, (3) approaches to organizational effectiveness, and (4) mechanisms for organizational change.

Unit VII: Aggression and Collective Behavior

Demonstrate an understanding of factors hypothesized to effect aggression and collective behavior, and predict behavior in given situations.

I

INTRODUCTION TO THE FIELD OF SOCIAL PSYCHOLOGY

OVERVIEW

This unit (text, Social Psychology, Chapter One) provides an overview of the problems and methods of social psychology. After considering some types of problems of interest to the social psychologist, a general definition is presented. This is followed by several broad approaches to the field and a survey of the major research methods. Because the subject matter of social psychology involves feeling and thinking human beings, research is often difficult to carry out and may create ethical problems for the researcher. Finally, research involves measurement and requires some methods or techniques for dealing with the data collected. The concepts and issues covered in this chapter are important for understanding and interpreting the specific research results and discussions which follow throughout the book.

PERFORMANCE OBJECTIVES

1. Identify terms relevant to the definition of social psychology.

2. Given a description of a procedure used in a research study, classify the approach as ideographic, nomothetic, or individual differences.

3. Identify advantages and disadvantages of the various research methods; i.e., case study, survey, simulation, laboratory experiment.

4. Given a brief description of an experiment, identify the independent and dependent variables.

5. Given a description of the methodology used in a study, identify features which may produce experimental artifacts.

6. Given a description of a proposed research study, identify possible ethical problems.

7. Given a summary of research results in which the following are used: distribution, population, sample, level of confidence, mean, median, or mode, and standard deviation, interpret the results in terms of these statistical concepts.

8. Identify the correct interpretation of results of research in which the term "correlation" or "correlation coefficient" is used.

PRETEST

1. Which of the following terms is the most important in defining social psychology:

    a. Behavior
    b. Stimulus
    c. Interpersonal
    d. Individual

2. Below is a brief description of a procedure used in a research study. Classify the approach as ideographic, nomothetic or individual differences.

    Two social psychologists collected complete records and observations of one boy's behavior over the course of a single day. One conclusion they drew from the study was that over 85% of the boy's behavior involved primarily social episodes.

    a. Ideographic
    b. Nomothetic
    c. Individual differences

3. Which of the following is a disadvantage of the laboratory experiment?

    a. It is useful in predicting cause-and-effect relationships
    b. Results cannot be easily generalized to the "real world"
    c. The obtained relationships between variables are generally reliable
    d. The experimenter has more precise control than in other research methods

4. In the language of experimentation in social psychology, the dependent variable

    a. Refers to the variable or condition introduced or manipulated by the experimenter
    b. Is controlled so as not to influence the results
    c. Generally involves a behavior or response
    d. Usually consists of an experimental artifact which the experimenter wishes to control

5. Below is a partial description of a research procedure. Which of the following best describes the procedure with respect to the presence of possible experimental artifacts?

   An investigator wishes to study the incidence of the use of hard drugs among college students. He devises a survey in which questions such as the following are asked: "Have you ever used a hard drug such as heroin?" "If so, how often do you use such a drug?"

   a. No features present which may produce experimental artifacts
   b. Social desirability feature present
   c. Demand characteristic present
   d. Both social desirability and demand characteristic present

6. Below is a description of a proposed research study. Which of the following best describes the presence of ethical problems?

   A researcher is interested in how different groups deal with an emergency or crisis situation. Subjects are placed in a room, given a topic, and told that the experiment is concerned with group discussion techniques. In the course of the discussion huge clouds of a harmless smoke are released into the room giving the impression that the building is on fire. When members run for the door they find it locked on the outside.

   a. In their anxiety to escape from the smoke and apparent fire, subjects may harm one another
   b. Some of the subjects may have medical problems which are unduly aggrevated by the stress situation
   c. No ethical problems
   d. Both a and b

7. The most appropriate interpretation of the following is:

   A social scientist wishes to determine whether men and women differ in their attitudes toward premarital sex. In order to get a sample of each sex he goes into the downtown shopping area of a large city and interviews the first 50 women and first 50 men he can find.

   a. The sample is too small
   b. The sample is not representative
   c. Both a and b
   d. Neither a nor b

8. The most appropriate interpretation of the following is:

   The mean of the control group was 90.4 and the mean of the experimental group was 85.6, a difference which was significant at the .05 level.

   a. The control group performed better since the mean was higher.
   b. The probability that sample differences reflect population differences is better than 5 percent
   c. Only 5 percent of the experimental group performed differently than the control group
   d. The probability that sample differences reflect population differences is better than 95 percent

9. A scientist studying factors in drug usage found that the amount of usage correlated -.70 with the strength of religious attitudes and .50 with IQ. The correct interpretation of these data is:

   a. The relationship between amount of drug usage and strength of religious attitudes is less apparent than is the relationship between amount of drug usage and IQ
   b. The correlation, although negative, between strength of religious attitudes and drug usage, is greater than that between drug usage and IQ
   c. Since the correlation between strength of religious attitudes and drug usage is negative, the correlation between drug usage and IQ is positive
   d. None of the above

CHECK YOUR ANSWERS BY TURNING TO PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. c
2. a
3. b
4. c
5. b
6. d
7. c
8. d
9. c

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974, Chapter 1.

Objective and Test Item No.	Textbook Page(s)	Study Guide Page(s)
1	6	29 A[1]
2	9-12	None
3	12-25	30-31 B[2]
4	22	30-31 B
5	25-27	31-32 A
6	27-29	31-32 A
7	29-33	33-40 A
8	33-34	33-40 A

[1] Denotes supplemental material to be read after reading all textbook material for this objective.

[2] Denotes supplemental material to be read before reading any of the textbook material for this objective.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. These materials are of three different types. The first type is designed to serve as an introduction to textbook material and therefore should be read *prior* to the textbook material for an objective (or objectives); the second type is designed to be read *after* textbook sections relevant to an objective have been studied; and the third type is to be used *in conjunction with* the textbook materials. Directions as to whether supplemental materials should be studied before, after, or in conjunction with the textbook are in upper case type at the beginning of the supplemental materials, or at the beginning of each section of supplemental materials if not all sections are to be used at the same time.

OBJECTIVE 1

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS YOU SHOULD HAVE READ THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE. Not all social psychologists would agree completely with the definition given in the text. Some would stress the theme of interaction, others would choose to emphasize the process of social influence--how individuals are influenced by others, whether separately or by groups or even society at large. Despite the differences, a common thread runs through all the definitions--a concern with the behavior of the individual in response to a variety of social stimuli. In any case the text definition will serve adequately for the purposes of this course. In the broader sense, the entire course will provide a definition of the field by looking at what social psychologists actually do--the kinds of research and types of problems that concern them. When you have completed the course you may be able to formulate your own definition.

Note also that social psychology is concerned with scientific study. This means that it generally follows the scientific method with all that this implies. Its approach is empirical, often experimental, and involves a search for basic laws concerning social behavior. You may become impatient with the restrictions that the scientific method imposes on our study. Why bother with scientific nitpicking when the problems of the real world are so great and answers are needed now? The question deserves an answer. Although currently unfashionable, the methods of science are still our best way of getting reliable answers to important questions. Half-truths and simplistic solutions to complex problems may be easier to come by and satisfying in the short-run--they are not likely to serve us well in the long-run. Science alone may not save us, but it may help us to know where to start looking for answers.

OBJECTIVE 2

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVES 3 AND 4

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIAL. When reading about the various research methods, don't skip the examples provided since they help to see the technique in actual application to a real problem. You'll find the results and findings reported throughout the text more meaningful if you understand how they were obtained. Pay particular attention to the good and bad features of each method. This should also enable you to read the text in a more critical manner. Note that those methods which are most appropriate to natural events and situations are also least effective from the standpoint of drawing reliable inferences about what causes what; while the experimental method, which permits casual inferences, is the most unnatural. In short, the very feature of the method which makes it valuable also leads to its disadvantage from a research point of view.

Since much of the work in social psychology employs the experimental method, you should give this special attention. Keep in mind that any experiment must have, at a minimum, one independent and one dependent variable. In psychology, the independent variable generally consists of stimuli or events that the experimenter manipulates or presents to the subject, while the dependent variable usually involves some behavior or response of the subject which the experimenter observes or measures in some way to see how it is affected by the independent variable. It may be helpful to think of the independent variable as the cause and the dependent variable as the effect being studied. An experiment is thus a situation deliberately created by the researcher to study how certain conditions (independent variables) effect other conditions (dependent variables).

Another important feature of the experiment is control. As indicated above, an experimenter is interested in drawing reliable conclusions about the effects of the independent variable on the dependent variable. In order to do this he must take every possible precaution to insure that only the independent variable is responsible for whatever effects are found. This means that anything else which might influence the outcome must be controlled or ruled out. Control is achieved in part by keeping all other conditions constant. Sometimes it also involves creating a special condition, known as the control group, which is treated exactly like the experimental group except for the deliberate omission of the independent variable. Thus if experimental and control subjects differ in their behavior (dependent variable), one can reliably infer that the difference is the result of the introduction of the independent variable.

OBJECTIVES 5 AND 6

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIAL FOR THESE OBJECTIVES. Experimental artifacts and ethical questions indicate some of the difficulties involved in research with humans. The physical scientist need not concern himself with such issues, but the human subject is not a passive or inert object. He has attitudes and feelings about the situation, he may have his own hypotheses about the experiment, and he usually tries to play the role of a "good subject" as he understands that role. Thus unless special care has been observed in designing the study, the subject's behavior may result more from his own attitudes and perceptions than from the manipulations (independent variables) created by the experimenter.

Probably the most common ethical problem arises from the deception practiced by the experimenter in much social psychological research. The experimenter uses a "cover story" to disguise the true purpose of the study. You might well ask why this is necessary--why doesn't the experimenter simply level with the subject. Consider the Aronson and Mills study described on pp. 24-25 of the text. Suppose the experimenter had simply told the subjects that they were interested in the effect of severe initiations on a person's liking for a group, and then explained that they would simulate joining a group and being initiated by reading some embarrassing sexual material. Put yourself in the subject's position. Would you take the situation seriously knowing that you were not really joining a group and that the "initiation" would, in fact, have no consequences? Quite possibly the whole situation would seem rather silly and a waste of your time. Your reactions to the initiation and the phoney group discussion would be confounded and the results would tell us little about how a painful initiation effects liking for a group. Obviously for the results to be meaningful, the subjects had to believe that they were actually going to join the group and that the initiation would determine whether they got in or not. In other words, the experimental situation had to be somewhat realistic to produce any involvement on the part of the subjects. To make it realistic the experimenter deceived the subjects about the procedure. Now comes the ethical issue. Are the findings or purposes of the experiment important enough to justify telling lies to the subjects? As you can see, there is no easy answer to this question. Some research (certainly not all, however) could not be done without deception, yet deception is unethical. Every experimenter has to make a decision based on the potential value of the findings, the possible consequences to the subject, etc.

OBJECTIVES 7 AND 8

IF YOU ARE FAMILIAR WITH ELEMENTARY STATISTICAL CONCEPTS YOU MAY WISH TO SKIP THE DISCUSSION WHICH FOLLOWS. IF YOU DON'T HAVE A STATISTICS BACKGROUND, THE FOLLOWING ILLUSTRATIVE EXAMPLES MAY FACILITATE YOUR UNDERSTANDING OF THE TEXT, SO THEY SHOULD BE READ AFTER THE CORRESPONDING SECTIONS OF THE TEXT.

Population and Sample. A social psychologist is interested in the attitudes of whites in the U.S. toward blacks. He develops a short scale to measure this attitude. Since it would be impossible to give the scale to all whites in the country (the population), he selects a representative sample drawn from all walks of life and all sections of the country. If his sample is truly representative he can generalize from the sample of the population.

Try to define or indicate what the population would be in the following situation:

A public opinion pollster (Harris or Gallup, for example) is interested in predicting which candidate will win in an upcoming presidential election.

Answer: The population from which a sample will be drawn would consist of all registered voters who will, in fact, vote on election day. Note that this would exclude people under eighteen years of age. Note also the problem facing the pollster of determining which people will actually go to the polls on election day and cast a ballot for president. This is one factor which leads to errors in predicting elections.

Level of Significance. Assume that our investigator would like to know whether white attitudes have changed since 1970. If he gave the same scale to a comparable sample of whites in that year, he could now compare the data from the two measurements. To make this comparison he computes the mean (average) attitude score for each sample, 1970 and the present, and finds that the current mean score is three points higher (more favorable to blacks) than it was in 1970. The statistical question now is--does this three-point difference indicate a real shift in attitudes (are whites becoming more positive toward blacks)? Keep in mind that since we are dealing with samples, no two samples will be exactly alike; the average attitude score will differ somewhat each time we sample the population. Is this three-point difference nothing more than we would expect by chance from two different samples or does it reflect a true or significant difference in attitudes? There are a number of statistical techniques for answering this question, the details of which need not concern us at this point. What these techniques provide is a probability statement indicating the extent to which the three-point difference would be expected purely by chance. In other words, what are the odds that this difference is no greater than one would expect by chance or, conversely, what are the odds that this is a true (significant) difference in attitudes? If our statistical technique shows that the difference is significant at the 5% level of confidence it means that only 5% of the time would a difference this large occur simply by chance. Stating it in another way--95% of the time a difference this large is a real difference. Similarly, if our investigator found that the three-point difference was significant at the 1% (.01) level of confidence, he would be even more certain that it was a real or true difference--only 1% of the time would a difference this large occur by chance, or 99% of the time a difference this large is a real difference. By convention among scientists the 5% level of confidence is usually taken as the minimal level of acceptance. The above logic concerning levels of significance also applies to experimental data when we are comparing experimental groups or an experimental and control group.

Now, as a practice exercise, try to interpret the following:

> An experimenter is interested in whether the film Guess Who's Coming to Dinner has any effect on white attitudes toward blacks. He selects two groups equated for attitudes toward blacks based on a pretest. One group (called the experimental group) is shown the film, while the second group (the control group) is not shown the film. Following the showing of the film, both groups are again measured on their attitudes, and the experimental group has a mean (average) score which is eight points higher than the control group. (On this attitude scale, the higher the score the more favorable the attitude toward blacks.) A test of significance shows that this difference has a probability of .02, or is significant at the 2% level of confidence. What does this mean? Try to put it in your own words.

A SAMPLE ANSWER IS GIVEN AT THE TOP OF THE FOLLOWING PAGE

Answer: The eight-point difference would be considered a real difference since it equals or, in this case, exceeds the 5% significance level. Specifically, it means that only two times out of a hundred would a difference this large (eight points) occur just by chance. In terms of the experiment it indicates that the film has had a definite effect on white attitudes.

Try a more difficult interpretation.

Assume in the above experiment that the difference was only four points (experimental group four points higher than the control group). Furthermore, the probability in this case was .20 (20% level of confidence). What could you conclude?

A SAMPLE ANSWER IS GIVEN AT THE TOP OF THE FOLLOWING PAGE

Answer: In this example the difference between the groups could occur just by chance twenty times out of a hundred, or one time out of five. This does not meet the 5% requirement, hence we would have very little confidence that there was a real difference in attitude--that is, the film doesn't have much effect since the probability is rather high that this difference could occur simply by chance. (Note: you may feel that one time out of five is still pretty good odds and therefore the four-point difference could be accepted as a true difference. Most scientists and statisticians would argue, however, that since science requires a high degree of precision and reliability in its conclusions, there is too much likelihood of accepting false conclusions at the 20% level of confidence.

Mean, Median and Mode. In addition to providing ways of comparing sets of data, statistics also gives us some methods for describing a set of measurements or scores. In collecting data or carrying out experiments we generally end up with a distribution or listing of scores. For example, in a particular study we might measure the IQ's of two groups of subjects and find the following scores:

Group 1	Group 2
95	83
97	89
100	94
103	99
103	105
107	109
109	115
110	123
111	132
112	135
115	139

If we wish to work with these distributions or compare them, we need a way of summarizing the values--a single number which represents the whole list. In the terminology of statistics we want a measure of central tendency. There are three such measures--mean, median and mode. The mean is most often used and is found by adding up all the scores and dividing by the number of scores in the distribution. Try computing the mean for each of the IQ distributions above. The mean is often, somewhat incorrectly, called the "average" in everyday language. The median is defined as the middle point in a distribution--it divides the distribution such that half of the scores are above it and half are below. In the IQ distributions above you can find the median by counting up or down to the sixth score--this leaves five scores on either side and is the halfway point. Go ahead and find the median for each of the distributions. The mode is simply the score which occurs most frequently in a distribution. Again check the IQ distributions for the mode.

Answer check: If you were correct in your calculations you should have found the following values:

	Group 1	Group 2
Mean	105.64	111.18
Median	107	109
Mode	103	no mode (all scores occur once)

Variability or Spread. Another important feature of a distribution is amount of spread or variability. Variability is high when scores are widely scattered or spread out; variability is low when scores are all similar or close together. High variability in psychological measurement generally means that the people or subjects are quite different in their responses or characteristics. One simple measure of variability is the range. This is found by taking the highest score in the distribution and subtracting the lowest score. In the IQ example, Group 1 has a range of 20, while that for Group 2 is 56. Note that the means and medians of these groups are fairly similar but they differ considerably in spread or variability. This could have important implications if you wanted to work or experiment with the two groups.

The most commonly used measure of variability is the standard deviation. Many other statistical tools are based on this, hence its importance. The computations are somewhat involved for our purposes but you should remember that the standard deviation is a direct measure of variability--the higher the standard deviation the greater the variability, the smaller the value the less the variability.

Correlation. While the computation of the correlation coefficient is rather involved and not required in the material for this course, you should be able to interpret the results of correlational studies. Practice making interpretations of the examples given below. Then check the answers and explanatory material. If you have any difficulty, go back and read the appropriate treatment in the text (pp. 33-34).

Example A. A study finds that a test measuring motivation to achieve is correlated .68 with school GPA (grade-point-average) and .09 with a measure of numerical reasoning. Which of the following interpretations is correct?

1. Motivation to achieve shows a higher relationship with numerical reasoning than with GPA.
2. Motivation to achieve is not related to either GPA or numerical reasoning.

3. Motivation to achieve is more strongly related to GPA than numerical reasoning.

Answer: You should have chosen alternative #3. Note that .68 is much closer to the perfect correlation value of 1.00 than is .09. The value .09 is close to zero hence indicates that there is almost no relationship between numerical reasoning and motivation to achieve.

Example B. A social psychologist finds that a measure of self-esteem is correlated -.60 with conformity behavior. Choose the best interpretation of the data.

1. The higher a person's self-esteem the greater his conformity.
2. The lower a person's self-esteem the greater his conformity.
3. Self-esteem and conformity are not related since the correlation is negative.

Answer: You should have chosen alternative #2. Remember that a negative correlation is just as valid as a positive correlation. The difference lies in the direction of the relationship. Negative correlations indicate an inverse relationship between variables; that is, those high on one variable tend to be low on the other. Thus, those with high self-esteem tend to have low conformity scores while those with low self-esteem tend to have high conformity scores

AFTER STUDYING THE RELEVANT TEXTBOOK AND STUDY GUIDE MATERIAL FOR EACH OBJECTIVE, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS AGAINST THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST FOR ANY ITEMS ANSWERED INCORRECTLY. CONSULT THE STUDY DIRECTORY FOR SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH ARE RELEVANT TO THE OBJECTIVES ASSESSED BY THOSE TEST ITEMS. DO NOT ATTEMPT THE FORMAL END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. Which of the following terms is the most important in defining social psychology:

   a. Individual
   b. Behavior
   c. Stimulus
   d. Interpersonal

2. Below is a brief description of a procedure used in a research study. Classify as either ideographic, nomothetic, or individual differences.

   Stanley Milgram placed subjects in an experimental situation where they were presumably functioning as teachers and were required to deliver electric shocks of increasing intensity to another person (the learner) whenever errors were made in learning a list of words. Milgram found that 60% of his subjects would continue to shock the learners despite their protests and even when their health was endangered.

   a. Ideographic
   b. Nomothetic
   c. Individual differences

3. Which of the following is an important advantage of the laboratory experiment?

   a. Subjects are behaving under natural, "real-life" conditions
   b. Results cannot be easily generalized to the real world
   c. Ethical issues make it difficult to study many problems experimentally
   d. The experimenter's control over the important variables makes it possible to infer cause-and-effect relationships

4. An investigator sets up an experiment in which subjects are given various amounts of marijuana and then measures their ability to solve different types of problems. In this experiment problem-solving ability would constitute the

   a. Independent variable
   b. Controlled variable
   c. Demand characteristics
   d. Dependent variable

5. Below is a partial description of a research procedure. Which of the following best describes the procedure with respect to the presence of possible experimental artifacts?

   A researcher is conducting experiments on the effects of sensory deprivation. His procedure involves placing subjects in an isolation chamber in which nearly all sensory stimulation is eliminated. As they are about to enter the isolation chamber the subjects are instructed to pay attention to any unusual experiences such as hallucinations.

   a. No features present which may produce experimental artifacts
   b. Social desirability feature present
   c. Demand characteristic present
   d. Both social desirability and demand characteristic present

6. Below is a description of a proposed research study. Which of the following best describes the presence of possible ethical problems?

   Many students in a large high school in the Southwest are actively seeking appointment to the Air Force Academy. A researcher from a nearby university is trying to convince the principal to allow him to test the effectiveness of a new set of materials for teaching physics in the school. Preliminary study has indicated that the new approach results in better comprehension and higher grades in physics. The proposed research design for the high school study calls for a control group in which the course will be taught much as it has been in the past, and an experimental group which will be taught using the new materials.

   a. No ethical problems present
   b. The use of two different sets of materials introduces the possibility that students will not have equal opportunity for the appointment
   c. The use of the two different materials introduces the possibility that more students may take the course, thereby increasing the number seeking appointments and resulting in stricter selection criteria
   d. Both c and d

7. The most appropriate interpretation of the following is:

   The mean of the control group was 80.4, the mean of the experimental group was 92.8, a difference which was significant at the .01 level.

   a. 99 percent of the experimental group performed better than the control group
   b. The probability that sample differences reflect population differences is better than 99 percent
   c. The experimental group was larger than the control group
   d. The probability that sample differences reflect population differences is better than one percent

8. The most appropriate interpretation of the following is:

   A researcher wishes to compare two groups on IQ. One group has scores of 110, 112, 115, 116, 118, 120, while the other group has scores of 92, 101, 110, 118, 130, 140.

   a. The mean of the two groups is different
   b. The standard deviation of the two groups is different
   c. Both a and b
   d. Neither a nor b

9. In a correlational study, variables A and B showed a correlation coefficient of .08, while variables C and D correlated .80. The correct interpretation of these data is:

   a. There is no relationship between variables A and C
   b. The correlation between variables A and B is greater than that between C and D
   c. Variables C and D are highly correlated; however, there seems to be an inverse relationship between variables A and B
   d. The correlation between variables C and D is much higher than that between A and B

CHECK YOUR ANSWERS BY TURNING TO THE SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. d
2. b
3. d
4. d
5. c
6. b
7. b
8. c
9. d

DO NOT REQUEST THE END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THIS SELF-DIAGNOSTIC TEST

II

SOCIALIZATION AND ITS CONSEQUENCES

OVERVIEW

This unit deals with the process of socialization--the learning and development of behaviors appropriate to the culture or society (Objective 1)--as well as two of the major consequences of this process--communication and personality.

The socialization chapter (text, Social Psychology, Chapter Two) reviews the major processes through which socialization takes place (Objectives 2-4) and distinguishes between the developmental and learning approaches (Objective 5). Illustrative of the process of socialization are the three areas considered--dependency, sex roles, and morality. The contrast between the developmental and learning points of view are perhaps most clearly seen in the morality discussion (Objectives 6 and 7).

The chapter on language and communication (text, Chapter Three) introduces some of the issues and concepts drawn from the area of social psychology known as psycholinguistics. While the area is too complex to pursue in detail in an introductory course, there are several themes which should be noted in your studying. In recent years, several research attempts have been made to teach language to chimpanzees. One interesting issue under investigation is whether chimps are capable of human-like language. The answer may appear obvious, but surprisingly the question is unresolved, partly due to the difficulty in establishing acceptable criteria of what constitutes human language. Because of the tentative nature of the conclusions in this area, we have not emphasized this material in the objectives. Check the text bibliography if you are interested in looking further into this new research field. A second theme of this chapter concerns nonverbal communication. Here, too, the results thus far are intriguing but limited. You should, however, be familiar with some of the ideas being studied (Objectives 8-10). Probably the central issue of the chapter involves the acquisition of language and the two conflicting attempts to account for it (Objective 11). This also relates to the influence of language on thought and the provocative Whorfian hypotheses (Objective 12). The chapter ends with a consideration of intracultural differences, particularly class and racial dialects (Objective 13). This problem deserves attention because of the social implications frequently drawn from linguistic differences--for example, black-white differences.

Individual differences resulting from socialization are the focus of the final chapter (text, Chapter Four) in this unit. The term "personality" represents these differences; however, for the purposes of study, psychologists have generally tried to break personality down into more manageable units or elements known as traits. The methods involved in the study and assessment of personality traits are reviewed in the first part of the chapter (Objectives 14, 15). Several traits with important consequences for social behavior are then examined (Objectives 16-18) and the chapter closes with a critique of some limitations of personality concepts and the necessity of studying situational influences on behavior (Objective 19).

PERFORMANCE OBJECTIVES

1. Identify agents of, or characteristics which result from, the process of socialization.

2. Identify instances of classical conditioning, instrumental conditioning, or observational learning.

3. Given an example of classical conditioning, can identify the following: CS, UCS, UCR, and CR.

4. Given an example of instrumental conditioning, can identify instances of the following: positive and negative reinforcement; secondary reinforcement: continuous and partial reinforcement; discrimination, and generalization.

5. Identify instances of a developmental as opposed to a cumulative learning approach to socialization.

6. Identify basic conclusions resulting from the Hartshorne et al. morality research with children.

7. Identify major features of the developmental models of morality proposed by Piaget and Kohlberg.

8. Classify descriptions of types of messages as linguistic, paralinguistic or extralinguistic.

9. Identify instances or characteristics of nonverbal communication in terms of their five functions (i.e., illustrative, affective, regulatory, adaptive, emblematic).

10. Identify concepts and research findings relevant to the problem of reliably interpreting nonverbal messages.

11. Distinguish between those aspects of language acquisition and behavior which can be accounted for by a learning theory approach and those which cannot.

12. Differentiate strong from weak versions of Whorf's linguistic relativity hypotheses and identify those positions supported by experimental evidence.

13. Identify issues and/or findings concerning the significance of black and working-class dialects.

14. Identify statements concerning the definition and/or use of the trait concept in psychology.

15. Differentiate between the reliability and validity of behavior used as an indicator of a trait.

16. Make predictions about (a) tendency to be influenced and/or (b) academic achievement on the basis of whether a person is internally or externally oriented (i.e., locus of the control).

17. Identify the basis of Crowne and Marlowe's procedure for assessing the need for social approval and the types of behavior found to correlate with the need.

18. Identify indicators of self-concept and/or processes involved in the development of self-concept.

19. Identify findings and concepts concerning the contribution of personality variables and situational influences on behavior.

PRETEST

1. All feral children lack an important characteristic of normal children. This characteristic is

   a. The capacity for language
   b. A fully developed body
   c. The process of socialization
   d. Adequate sense organs

2. "In order to eliminate his drinking behavior, an alcoholic is presented with both alcohol-related and neutral stimuli. Each time stimuli such as the odor of alcohol or names of alcoholic beverages are presented, he receives an electric shock. Neutral stimuli, such as the odor of cloves or emotional words, are followed by no shock." This situation can best be described as an example of

   a. Classical conditioning
   b. Instrumental conditioning
   c. Developmental learning
   d. Observational learning

3. In a conditioning experiment, subjects were presented with national names (the CS) such as Swedish, Dutch, etc. Each name was associated with either positively or negatively loaded words. After conditioning, subjects responded with either positive or negative attitudes toward the national names. In this study, the resulting positive or negative attitude would be the

   a. CS
   b. UCS
   c. CR
   d. UCR

4. A student who does her homework or studies to avoid the disapproval of teachers and parents is behaving in response to

   a. Primary reinforcement
   b. Negative reinforcement
   c. Punishment
   d. Continuous reinforcement

5. Which of the following would be an instance of the developmental learning approach to socialization?

   a. Observational learning
   b. Piaget's cognitive stages
   c. Skinner's shaping behavior
   d. Classical conditioning

6. In early research on honesty in children, Hartshorne and May found that traits of honesty or dishonesty

   a. Were present only in older children
   b. Did not exist in children
   c. Were well developed in all children at every age
   d. Were present in about half of all children

7. The approaches to morality by Piaget and Kohlberg both emphasize the developmental nature of moral judgments. This means that

   a. Morality has no meaning until one reaches adulthood
   b. Moral judgments are like walking--they occur independently of experience
   c. Morality is dependent upon specific training, much like riding a bicycle or driving a car
   d. One goes through a sequence of stages in which the meaning of morality changes

8. A message which is transmitted by the meaning of the words, such as , "Put the book on the table," would be classified as

   a. Linguistic
   b. Paralinguistic
   c. Extralinguistic
   d. Nonverbal

9. In normal conversation, a speaker will typically look at the listener when he comes to the end of an utterance. This signals that he is finished and the listener may respond. Of the five functions of nonverbal messages, this would be an example of the

a. Illustrative function
b Regulatory function
c. Affective function
d. Adaptive function

10. Emotional expression through nonverbal means, such as facial communication,

a. Appears to be totally determined by a biological component
b. Appears to be totally determined by cultural conditioning
c. Has a strong biological basis but is subject to some cultural conditioning
d. Has a basis totally unknown to researchers at the present time

11. Which of the following characteristics of language behavior would best fit the learning theory approach?

a. Deaf and normal infants babble in much the same way
b. The resistance of children to correction of their improper language
c. Children learn the language of the models which they encounter in their environment
d. People constantly invent forms and sentences they have never heard

12. The form of the Whorfian hypothesis which maintains that language determines and constrains permanent thought processes

a. Is clearly supported by the evidence
b. Seems tenable at the present time although not yet clearly demonstrated
c. Is untenable given the available evidence, although language does seem to encourage certain modifiable ways of perceiving the world
d. Has not stimulated enough research to provide any conclusions

13. Research on black English indicates that it

    a. Differs from standard English in basic structure
    b. Differs from standard English only in surface components
    c. Is inherently inferior to standard English due to its limited range of expression
    d. Reflects innate intellectual abilities in its users

14. A fairly stable tendency to respond to a given class of stimuli in a particular way is the definition of

    a. Behavioral indicator
    b. Reliability
    c. Trait
    d. Validity

15. If a behavior used as a trait indicator is found to occur with some stability at different times and in different situations, it is said to have

    a. Internal consistency
    b. Reliability
    c. Validity
    d. High predictability

16. Individuals who are high on internal orientation, in contrast to those high on external orientation (locus of control scale),

    a. Show greater conformity behavior
    b. Are more influenced by group pressures
    c. Conform less to group pressures and are less persuasible
    d. Change their attitudes more readily in response to persuasive communications

17. An individual is scored as having a high need for social approval on the Crowne-Marlowe Social Desirability Scale if he

    a. Claims for himself many socially desirable, but unlikely, characteristics
    b. Rejects as not true of himself many socially undesirable yet common characteristics

c. Does both of the above

d. Does neither of the above since the need is measured by a projective technique

18. If subjects in an experiment give low estimates of their own abilities after receiving information that they performed poorly on certain tests, this would demonstrate the

a. Effect of need for social approval

b. Influence of reflected appraisals on the self-concept

c. Effect of internal locus of control

d. Effect of self-esteem on persuasibility

19. Research in which personality variables (trait measures) have been related to particular behaviors has generally

a. Been difficult to do because the tests are not reliable

b. Found very strong relationships indicating the major role that personality plays in behavior

c. Resulted in rather weak relationships

d. Found relatively strong relationships when the personality tests are reliable and valid.

CHECK YOUR ANSWERS BY TURNING TO THE PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. c
2. a
3. c
4. b
5. b
6. b
7. d
8. a
9. b
10. c
11. c
12. c
13. b
14. c
15. b
16. c
17. c
18. b
19. c

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974, Chapters 2, 3, and 4.

Objective and Test Item No.	Textbook Page(s)	Study Guide Page(s)
1	44	None
2	45-57	61-62 B[1]
3	45-46	61-62 B
4	49-53	61-62 B
5	56-59	63 A[2] or B
6	68-69	64 B
7	69-72	64 B
8	88-89	65-66 A
9	90-91	66-67 A
10	91-93	None
11	93-101	67 B
12	102-107	None
13	108-112	None
14	116-117	68-69 A
15	118	68-69 A
16	122-126	68-69 A
17	126-129	68-69 A
18	129-133	68-69 A
19	134-142	70 B

[1] Denotes supplemental material to be read before reading any of the textbook material for this objective.

[2] Denotes supplemental material to be read after reading all textbook material for this objective.

STUDY SUGGESTIONS

As in Unit I, relevant textbook pages for each objective in this unit are given in the Study Directory. This Study Directory will be especially useful if you wish to study one objective at a time. You may also find it helpful if you are having difficulty with a particular objective and need to give it additional study.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. As in the first unit, these materials are of three different types. The first type is designed to serve as an introduction to textbook material and therefore should be read *prior* to the textbook material for an objective (or objectives). The second type is designed to be read *after* textbook sections relevant to an objective have been studied, with the third type to be used *in conjunction with* the textbook materials. Directions as to whether supplemental materials should be studied before, after, or in conjunction with the textbook, are in upper case type at the beginning of the supplemental materials, or at the beginning of each section of supplemental materials if not all sections are to be used at the same time.

OBJECTIVE 1

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVES 2, 3, AND 4

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The discussion of classical and instrumental (operant) conditioning will be familiar and largely review material if you have had an introductory psychology course. If you are not familiar with this distinction, you should read the text carefully. Keep in mind that classical conditioning (the term "classical" is derived from the fact that this type of learning was first studied systematically in the famous research of the Russian, Pavlov) involves a kind of accidental learning in which two stimuli occur together and become associated. The CS is a neutral stimulus prior to conditioning--that is, it has no tendency to elicit the UCR. After conditioning, the CS becomes something like a substitute for the UCS. This could be diagrammed as follows for the Pavlov experiment:

During Conditioning	After Conditioning
CS (Bell)→ No response (or maybe alerting behavior)	CS (Bell)
UCS (Food)→ Salivation Response (UCR)	↘ CR (Salivation to bell)
	(Note that the UCS is no longer required.)

In the case of instrumental conditioning the emphasis is placed on the response and its consequences (reinforcement). No attempt is made to specify the stimulus conditions, such as in classical conditioning. The person (or other organism) behaves in some manner (emits a response), and if that behavior is closely followed by some kind of reinforcement (roughly equated with reward) the behavior is more likely to occur in subsequent situations of this type; i.e., it has been learned. In this situation, the behavior of the learner has been instrumental in producing a reinforcement.

OBJECTIVE 5

MAY BE READ EITHER BEFORE TEXT AS AN OVERVIEW, OR AFTER, AS A REVIEW. The text distinguishes between a developmental and a traditional learning theory approach to socialization. The latter has been referred to as a "cumulative learning" approach in the performance objectives. The term cumulative learning helps to keep in mind a fundamental distinction between these approaches. Developmental approaches tend to emphasize growth or change as occurring in stages with the individual progressing from one stage to the next at the appropriate time. Presumably one cannot function at a later stage without first functioning or passing through the earlier stages. Examples of this are the text discussion of Freud's psychosexual theory and the Piaget and Kohlberg approaches to moral development.

While not ignoring the importance of learning, developmental approaches tend to emphasize maturation. Learning theory, on the other hand, pays relatively little attention to maturation and sees socialization as the result of a continuous and cumulative process of learning. This emphasis on a gradual acquisition of behavior finds little use for the concept of discrete stages in development.

OBJECTIVES 6 AND 7

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK. The early work of Hartshorne and his associates and the more recent studies of Piaget and Kohlberg represent the best-known research on morality in psychology. These investigations are frequently referred to both in popular and scientific writing. Hartshorne was concerned with the generality of moral behavior. He found that morality, in children at least, tends to be rather specific to the situation. Thus, knowing that a child behaved morally in one situation does not enable one to predict that he or she will behave morally in other situations.

Piaget has been interested in the cognitive or conceptual basis of a child's judgment of right and wrong. Young children tend to judge an act as wrong on the basis of the objective consequences--how much damage was done. Older children gradually switch to considering the intention of the actor--whether the act was deliberate or accidental becomes important in judging morality. Kohlberg has extended Piaget's work to delineate six stages--two at each of three broader levels. According to Kohlberg, a person follows an orderly sequence. Each stage builds on and develops out of earlier stages. Thus, someone whose moral thinking involved stages one and two would not understand the stage five or six person. Furthermore, it would be difficult or impossible to train someone in stage six morality without first going through the earlier stages. There is still much controversy over Kohlberg's stage model. The text mentions Bandura's research, which has been critical of the developmental approach of Piaget and Kohlberg.

OBJECTIVE 8

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Note that in the classification of types of messages, both paralinguistic and extralinguistic messages are considered nonverbal. After reading the text, see if you can correctly classify the following messages:

1. Someone says, "This is a fine state of affairs," with the voice inflection indicating disgust or frustration.

   The type of message is ______________________.

2. Someone says, "Close the door."

   The type of message is ______________________.

3. Someone "looks daggers" at you following an argument.

   The type of message is ______________________.

CHECK YOUR ANSWERS BY TURNING TO THE TOP OF THE FOLLOWING PAGE

ANSWERS TO SUPPLEMENTARY EXERCISES FOR OBJECTIVE 8:

According to the classification scheme in the text, 1 would be paralinguistic, 2 is linguistic, and 3 is extralinguistic.

OBJECTIVE 9

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. After reading the text, see if you can match the nonverbal behavior on the left (below) with the appropriate function on the right.

1. Nodding the head up and down, thus indicating "yes"
2. A speaker wishes to make several points in his talk and ticks them off, one by one, on his fingers
3. A listener encourages a speaker to continue by raising the eyebrows and showing an attentive gaze
4. Stamping on the floor and kicking an object in anger

A. Regulatory
B. Illustrative
C. Emblematic
D. Affective

CHECK YOUR ANSWERS BY TURNING TO THE TOP OF THE FOLLOWING PAGE

ANSWERS TO SUPPLEMENTARY EXERCISES FOR OBJECTIVE 9:

In the examples given above, head-nodding would be emblematic, finger counting is illustrative, attentiveness and raised eyebrows are regulatory, and foot-stamping is affective.

OBJECTIVE 10

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 11

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. While studying this section, take time to note the aspects of language behavior which seem to fit a learning approach and those which are not easily explained by learning and reinforcement assumptions. For example, take the fact that during the early months deaf infants babble much like normal infants. Since deaf infants cannot hear and thus imitate the parents, their babbling should be quite different from that of normals according to a learning account of language acquisition.

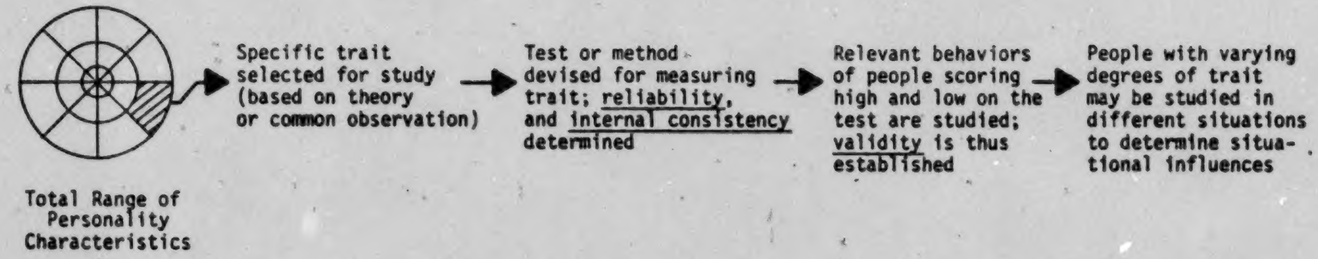
OBJECTIVES 12 AND 13

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVES 14–18

See Figure 2.1 (separate page).

A. General Scheme


Specific trait selected for study (based on theory or common observation)
Test or method devised for measuring trait; reliability, and internal consistency determined
Relevant behaviors of people scoring high and low on the test are studied; validity is thus established
People with varying degrees of trait may be studied in different situations to determine situational influences
Total Range of Personality Characteristics

B. Scheme Applied to Sample Trait from Text

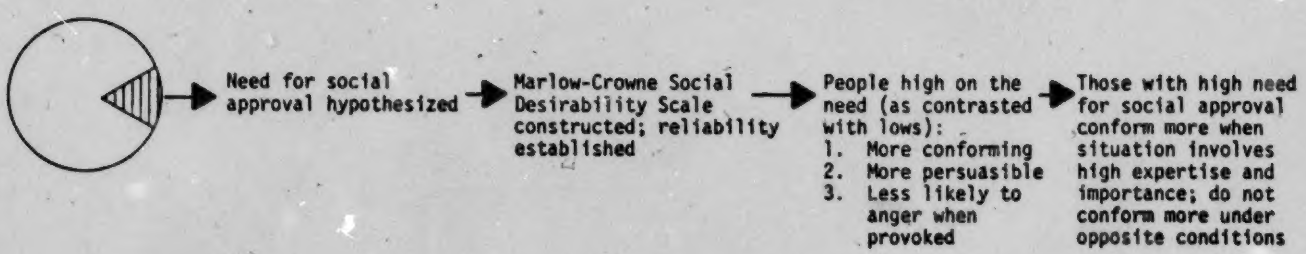

Need for social approval hypothesized
Marlow-Crowne Social Desirability Scale constructed; reliability established
People high on the need (as contrasted with lows):
1. More conforming
2. More persuasible
3. Less likely to anger when provoked
Those with high need for social approval conform more when situation involves high expertise and importance; do not conform more under opposite conditions

Fig. 2.1. Stages in personality study

OBJECTIVE 19

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The discussion in this section of the text (pages 134-142) should be studied carefully since it provides a framework for much of the work in social psychology. This framework might be summarized by the following formula: SB = f(P, E). In essence, the formula states that social behavior (SB) results from (is a function of) two classes of determinants or conditions--personality factors (P) and environmental or situational factors (E). More specifically, the formula says that in trying to understand, explain, or predict any particular social behavior, we should expect to find that both the personality of the individual and the demands of the situation contribute to producing the behavior. In some cases, personality variables may be more important; at other times, situational factors contribute to social behavior, and, if anything, these conditions have been found to weigh more heavily than personality characteristics.

The text provides concrete examples of the interactive influence of personality and situation in the three traits: locus of control, need for social approval, and self-esteem (pages 136-139). Careful reading of this section should be helpful in organizing and thinking about much of the material in this course, as well as in the interpretation of everyday behavior in yourself and others. In particular, it helps guard against the almost universal tendency to attribute the behavior of others to some general characteristic of the person--to his or her personality.

AFTER STUDYING RELEVANT TEXTBOOK AND WORKBOOK MATERIALS, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS BY TURNING TO THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST. FOR ANY ITEMS ANSWERED INCORRECTLY, CONSULT THE STUDY DIRECTORY FOR THE SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH PERTAIN TO THOSE ITEMS. DO NOT ATTEMPT THE END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. Which of the following characteristics would least likely result from the process of socialization?

    a. Moral values
    b. Norms for behavior
    c. Attitudes
    d. Capacity for speech

2. "A child is reinforced with approval and affection each time it asks or goes to the bathroom before wetting its pants." This situation can best be described as an example of

    a. Classical conditioning
    b. Instrumental conditioning
    c. Developmental learning
    d. Observational learning

3. In a conditioning experiment, subjects were presented with national names (the CS) such as Swedish, Dutch, etc. Each name was associated with either positively or negatively loaded words. After conditioning, subjects responded with either positive or negative attitudes toward the national names. In this study, the positive and negative words would be the

    a. CS
    b. UCS
    c. CR
    d. UCR

4. Ann and Jean are junior high school students. Every time Ann earns an "A" or "B" in school, she receives a great deal of praise from her parents. Jean's parents, on the other hand, sometimes praise her for good grades and sometimes they say very little, almost ignoring the situation. Which of the following concepts from the instrumental conditioning would be most helpful in predicting the effects of the parental response?

   a. Positive and negative reinforcement
   b. Continuous and partial reinforcement
   c. Punishment
   d. Discrimination and generalization

5. In contrast to the cumulative learning approaches to socialization, developmental approaches tend to place more emphasis on

   a. Maturational factors
   b. Classical conditioning
   c. Instrumental conditioning
   d. Observational learning

6. In the early research on morality in children by Hartshorne and May

   a. Children were either honest or dishonest in nearly all situations
   b. The situation had no influence on whether a child cheated or not
   c. Children's verbal statements about honesty and other moral issues were closely related to their actual behavior in these areas
   d. Children could not be classified as always honest or dishonest--their behavior varied with the situation

7. In Kohlberg's and Piaget's developmental approach to morality

   a. Different societies are assumed to have different patterns of moral development
   b. Each stage represents an externally-imposed standard
   c. A person who is still at an early stage would not be able to function at a higher level
   d. Age shows no relationship to moral judgment

8. A message transmitted by the pitch or inflection of the sounds, such as the high-pitched "oh" indicating surprise, would be classified as

   a. Linguistic
   b. Paralinguistic
   c. Extralinguistic
   d. Nonlinguistic

9. A person describes how he narrowly avoided an accident and shows with his hands how close he came to the other car. Which of the five functions of nonverbal behavior would this best fit?

   a. Illustrative
   b. Regulatory
   c. Affective
   d. Emblematic

10. Which of the following would communicate a "double-bind" message?

    a. While warmly embracing a child, the mother tells her that she loves her
    b. An individual verbally repulses a sexual advance while nonverbally expressing warmth and acceptance
    c. A person expresses anxiety or worry both in facial expression and in body and leg movement
    d. A person conveys a feeling of hatred for another both verbally and in body language

11. Which of the following does not play an important role in the learning theory approach to language acquisition?

    a. Babbling or random production of sounds
    b. Linguistic universals in language development
    c. The linguistic models in the child's culture
    d. The process of selective reinforcement

12. A person raised in the U.S. generally learns many terms and labels which apply to different types and styles of automobiles, while someone growing up in a remote village in India may know only one word for automobile. According to the stronger version of Whorf's linguistic hypothesis

    a. The Indian would be incapable of ever perceiving and responding to the many types and aspects of autos
    b. The Indian would not pay much attention to the many differences between cars unless it became necessary
    c. Given enough experience, the Indian would be able to understand the American auto language
    d. The American would be incapable of learning the Indian language

13. In research in which blacks were sequentially interviewed by white and black counselors in a state employment service, the black applicants

    a. Showed more richness in language, were more creative with words, and used longer sentences when interviewed by a black counselor
    b. Showed more richness and creativity in the use of language when interviewed by a white counselor
    c. Showed more richness and creativity in the use of language during the second interview whether the counselor was black or white
    d. Used language similarly in both interviews

14. Which statement concerning traits is correct?

    a. Traits are used to describe how situations determine behavior
    b. Traits involve dispositions or dimensions along which people are assumed to vary
    c. Motives involve personality characteristics while traits do not
    d. Traits are internal processes only and should not be reflected in behavioral differences between people

15. In order for a behavior to have validity as a trait indicator

    a. People should receive similar scores or values each time they are measured on the behavior
    b. Different scores on the indicator should correlate highly with behaviors considered relevant to the trait
    c. It should have high internal consistency
    d. There should be a normal distribution of scores when a random sample of people are measured on the behavior

16. Individuals who are high on external orientation, in contrast to those high on internal orientation (locus of control scale)

    a. Are more successful in school achievement
    b. Conform less to group pressures
    c. Do not seem to try very hard and are lower in school achievement
    d. Are less easily influenced by persuasive communications

17. Which of the following is least characteristic of people with a strong need for social approval?

    a. Tend to be cautious
    b. Are more popular among their peers
    c. Are not likely to express anger and hostility when provoked
    d. Generally conform to social norms

18. The process of social comparison in the determination of a person's level of self-esteem is best illustrated by

a. The tendency for self-esteem to increase or decrease depending upon the standard one uses for comparison
b. The tendency to use others' evaluations in arriving at one's self-concept
c. The tendency to compare one's self-concept with the concepts others have of one
d. The tendency to compare past self-evaluations with those of the present

19. Which statement is most accurate regarding the influence of personality and situational factors on behavior?

a. Personality factors are the most important influence on behavior
b. Situational factors have been shown to have very little effect on behavior
c. Neither personality traits nor situational factors have been shown to have any consistent effect on behavior in everyday life
d. Personality traits influence behavior differently according to the situation, and situational effects on behavior differ according to the individual's personality

CHECK YOUR ANSWERS BY TURNING TO THE SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. d
2. b
3. b
4. b
5. a
6. d
7. c
8. b
9. a
10. b
11. b
12. a
13. a
14. b
15. b
16. c
17. b
18. a
19. d

DO NOT REQUEST END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST

III

INTERPERSONAL BEHAVIOR

OVERVIEW

Much of the work in social psychology is concerned directly with the effect of one person upon another and the ways in which our behavior and experience are shaped by interaction with others. This unit examines some of the findings and issues in the area of interpersonal behavior. The material centers around three themes: (1) the process of perceiving and forming impressions of others , (2) the whys and wherefores of interpersonal attraction, and (3) interpersonal behavior viewed as an exchange or bargaining situation.

Chapter Five begins with a consideration of some consequences of our impressions of others. The self-fulfilling prophecy carries important practical implications for the individual and society (Objective 1). Having given such consequences, the remainder of the chapter analyzes some basic processes involved in interpersonal perception. Human thought depends, in large measure, on the ability to conceptualize. Concepts play a major role in the ways in which we perceive one another (Objectives 2 and 3). Yet interpersonal cues and information are often complex and even inconsistent. Some of the ways of handling this complexity and inconsistency are dealt with next (Objective 4). In recent years social psychologists have begun to look at the ways in which we go beyond our immediate information to arrive at other attributes especially those involving blame or personal responsibility for a particular behavior. Some basic conclusions and implications of the attribution process are reviewed (Objective 5). The chapter concludes with a shift in emphasis to self-perception and the significant work of Schachter and others on how we identify and label our own emotional states (Objective 6).

The second chapter in this unit (Chapter Six) considers the factors involved in attraction between people. A brief review of environmental influences on attraction and interaction opens the chapter. The striking effect of physical proximity on friendship and marriage is a reminder that external factors play an important role in our relationships, especially in determining the sample of people from which attractions may develop. Another environmental factor, currently a major research interest involves the study of interpersonal space, or proxemics as it has been named. This concerns the way physical distance is used to insulate, control and communicate interpersonal behavior. Edward Hall and others have found evidence of several zones or spatial distances which are used to separate people involved in different types of interaction. We are seldom aware of these zones except when our space is invaded--for example, in a crowded elevator. Because of the brief treatment given this topic in the text, we have not included it in the objectives. In order to better acquaint the student with this fascinating and significant area a summary of Hall's work is provided. Note that he has classified four zones or distances within which interaction of various kinds may occur. Each distance has a near and a far phase. Although the actual dimensions of the zones will vary from culture to culture, there is evidence that the zones themselves are found in many cultures. The distances given in Table 1 are characteristic of middle class Americans.

The major content of the chapter deals with physical attractiveness (Objective 7) and the role of similarity in attraction (Objectives 8 and 9). Some emphasis is given to Aronson's rather intriguing gain-loss theory of attraction with its interesting implications for close relationships. (Objective 11). Most of the experimental work on attraction has focused on rather short-term, superficial relationships. Levenger and Snoek's model attempts to remedy this limitation by looking at the depth dimension of human interaction and enduring relationships (Objective 12).

The final chapter in the unit (Chapter 13) applies one theoretical or conceptual approach to interaction--that of exchange theory. Although this may seem rather mercenary or materialistic, keep in mind that the things we exchange in relationships are varied and include affection, approval, self-confirmation and many other psychological "goods." In the broadest sense the exchange approach simply says that for a relationship to continue and/or grow, we have to put something into it (costs) and we have to get something out of it (rewards). The first part of the chapter takes a particular need (social approval or acceptance) and shows how its reinforcement will influence interaction (Objective 13).

The exchange theme is then clarified by the interaction matrix and the basic formula, Outcome = Rewards - Costs (Objectives 14 and 15). The research on interpersonal bargaining provides some important cues on how we can increase cooperative behavior and reduce exploitation between people (Objective 16). The influence of social norms and roles on interaction and some tactics used in presenting ourselves to others are considered next (Objectives 17 and 18). Finally, an important personality dimension (Machiavellianism) is explored for its implications in interpersonal relationships (Objective 19).

PERFORMANCE OBJECTIVES

1. Identify examples of self-fulfilling prophecies and the significance of this principle in the field of social psychology.

2. Identify advantages and disadvantages of the conceptualization process.

3. Identify instances of implicit personality theories and/or halo effects.

4. Given data on the formation of impressions, in[illegible] the operation of trait centrality, and the vari[illegible] of dealing with inconsistency, i.e., relational method, discounting and linear combining.

5. Given any of the following conditions: (a) one person has more ability or skill than another; (b) one person's behavior violates common social norms while another person's behavior does not; (c) one person has higher status than another; or (d) one person is the actor in a situation while another person is the observer, predict which person in each pair will be perceived as more responsible for (as causing) his own behavior

6. Using Schachter's approach to the identification of emotion, identify and/or interpret the results of his research and apply to similar situations in everyday experience.

7. Differentiate conditions under which the matching hypothesis of interpersonal attractiveness would likely operate.

8. Given statements relative to the research on similarity and attraction, correctly identify findings.

9. Given an example of Newcomb's A-B-X model, identify conditions of consistency and inconsistency according to the model.

10. Using the "just-world hypothesis," identify and interpret the consequences of suffering martyrdom or misfortune vs. being rewarded.

11. Using Aronson's gain-loss theory of attraction, predict the attraction consequences of changing evaluations and intimate relationships.

12. Using the model of Levenger and Snoek, differentiate how the patterns of interaction and bases of attraction change as relationships develop through successive stages.

13. Interpret statements pertaining to research results on the effect of social approval.

14. Given an interaction matrix of payoffs for two people, select the response for each person which best fits the minimax strategy.

15. Given the conditions of an interaction, can apply or relate these to the exchange model of Thibaut and Kelley.

16. Given the conditions of an interpersonal bargaining situation, apply research results to differentiate factors which facilitate cooperation rather than exploitation.

17. Identify the behavioral characteristics and consequences of norms and roles, including the reciprocity norm.

18. Identify or differentiate tactics involved in self presentation.

19. Identify characteristics of the Machiavellian orientation.

PRETEST

1. Which of the following is (are) an example(s) of a self-fulfilling prophecy?

   a. Ms. Smith thinks that her husband is impotent. Mr. Smith finds that his sexual performance is inadequate
   b. Ms. Smith reads "Any Woman Can" in the hopes of liberalizing some of her attitudes toward sex
   c. John, the class clown, studies for days in an effort to pass a math test, just to offset the prediction that he will fail
   d. Both a and b

2. The significance of self-fulfilling prophecies in the area of social psychology is that it provides an explanation of why we

   a. Dislike some people
   b. Perceive people to be like us
   c. Often find another person's behavior fitting our perception of him
   d. Cannot predict moral values of children

3. Which of the following expresses both an advantage and a disadvantage of the process of classifying or categorizing our social world?

   a. Members of a category may be perceived as having more dissimilarities than similarities
   b. Categorizing may help to simplify a complex world but may ignore differences
   c. Categorizing helps make predictions, but those predictions are highly unreliable
   d. There are no disadvantages to the process of categorizing

4. The tendency to assume that a person who is attractive and friendly is also intelligent would be an example of

   a. A positive halo effect
   b. A negative halo effect
   c. A central organizing trait
   d. The Pygmalion effect

5. When a particular trait, such as "warm" or "cold," tends to affect how we interpret other traits in a person, such as "intelligent," "determined," "practical," we are dealing with the influence of

   a. Trait centrality in forming impressions
   b. The halo effect in forming impressions
   c. Discounting in forming impressions
   d. Linear combining in forming impressions

6. We are most likely to attribute causality to a person or hold him personally responsible for an action when

   a. He has low status
   b. He is the actor in a situation in which we are the observer
   c. His behavior is in line with socially-approved norms
   d. He is seen as lacking important abilities involved in carrying out the action

7. In the Schachter and Singer research in which subjects received injections of epinephrin

   a. Internal arousal caused by the drug produced readily identifiable emotions
   b. The emotion experienced by the subject was influenced by the behavior of the accomplice
   c. The emotion experienced by the subject was influenced by the particular mood he happened to be in at the time
   d. Internal arousal caused by the drug produced identifiable positive emotions but not negative ones

8. Under which of the following conditions would opposite-sex attraction probably not follow the matching hypothesis?

   a. When people have prior knowledge of each other
   b. When the people involved are relatively unattractive
   c. When there is no fear of rejection in the situation
   d. When the people involved disown the influence of physical attractiveness

9. Research on similarity between husbands and wives indicates that

   a. Husbands and wives always underestimate the amount of agreement between them
   b. Husbands and wives overestimate agreement between them when unhappily married
   c. Wives and husbands overestimate agreement between them when happily married
   d. Wives and husbands overestimate agreement between them when unhappily married but estimate correctly when happily married

10. Applying Newcomb's A-B-X model, which of the following conditions would involve inconsistency?

    a. A dislikes B, A likes X, B dislikes X
    b. A dislikes B, A dislikes X, B likes X
    c. A likes B, A dislikes X, B dislikes X
    d. A dislikes B, A likes X, B likes X

11. According to the "just-world hypothesis," we need to devalue

    a. Those who are successful or achieve rewards
    b. Those whose behavior is different from our own
    c. Those who suffer misfortune or punishment
    d. Those who like us despite our faults or problems

12. According to Aronson's gain-loss theory of attraction, we should feel the strongest liking for the person who

    a. Has consistently liked us from the beginning of the relationship
    b. First judged us unfavorably and then came to like us
    c. Liked us initially but gradually changed to disliking us
    d. Has remained consistently neutral toward us, showing neither liking nor disliking

13. In the relationship model of Levenger and Snoek, attraction between people in the initial or unilateral awareness stage is based on

    a. Role-governed interaction and each person's reward potential
    b. Proximity and social accessibility
    c. Shared behavior and intimacy
    d. Self-disclosure and emotional attachment

14. Several studies have shown that signs of approval (such as head-nodding) function as reinforcers. This conclusion is based on the fact that

    a. When such signs consistently follow certain types of behavior, that behavior is found to increase in frequency
    b. When such signs are no longer given following certain types of behavior, that behavior is found to decrease in frequency
    c. Both of the above provide evidence of the reinforcement effect
    d. Neither of the above provide evidence of a reinforcement effect

15.

PERSON A

PERSON B		RESP 1	RESP 2
	RESP 3	4 4	8 2
	RESP 4	2 8	3 3

Given the above interaction matrix, the correct minimax solution for both persons would be

a. Response 1 for Person A; response 3 for Person B
b. Response 2 for Person A; response 4 for Person B
c. Response 1 for Person A; response 4 for Person B
d. Response 2 for Person A; response 3 for Person B

16. In the exchange model of Thibaut and Kelley, such elements of interaction as sex and companionship would be viewed as

a. Rewards exchanged
b. Costs incurred
c. Outcomes experienced
d. Comparison levels evaluated

17. When involved in an interpersonal bargaining situation, people who expect to meet their partner afterwards are

a. More likely to exploit the partners than if they were not going to meet them
b. More likely to exploit humble individuals than those who are domineering and egotistical
c. More likely to take advantage of domineering, egotistical persons than if they do not expect to meet them
d. Less likely to exploit domineering, egotistical persons than if they do not anticipate meeting them

18. Norms and roles show all of the following characteristics except one. Which is not a characteristic?

    a. Norms and roles provide stability and organization for the social environment
    b. Norms and roles provide us with opportunities to satisfy needs for novelty and change
    c. Norms and roles help to define power and status relationships
    d. Norms and roles are enforced by sanctions against those who deviate from them

19. The type of impression or self-image we present in an interaction

    a. Is seldom influenced by needs to maintain self-esteem
    b. Is not influenced by the self-image presented by the other person
    c. Is not affected by the nature of the task or situation we are in
    d. Often changes and may be inconsistent from one situation to another

20. The type of person who is Machiavellian in his interpersonal relationships

    a. Tends to employ face-work to salvage his self-esteem
    b. Tends to be aggressive and vicious toward others when threatened
    c. Tends to be manipulative and to exploit others
    d. Generally is critical of others and avoids interacting whenever possible

CHECK YOUR ANSWERS BY TURNING TO THE PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. a
2. c
3. b
4. a
5. a
6. b
7. b
8. c
9. c
10. d
11. c
12. b
13. b
14. c
15. b
16. a
17. c
18. b
19. d
20. c

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974, Chapters 5, 6, and 13.

Objective and Test Item No.	Textbook Page(s)	Study Guide Page(s)
1	147-151	97 A[1]
2	151-154; 173	98 B[2]
3	154-157	98 B
4	157-162; 174	99-100 B
5	162-171 174-175	101-102 B
6	171-173	None
7	186-187; 212	103-104 B
8	188-193; 212	105 B
9	193-194	106-108 A
10	197-198; 212	109 A
11	201-204; 213	None
12	204-212; 213	None
13	411-415	111 B
14	418-421 424-425; 448	112-116 A
15	417-418	112-116 A
16	423-431	117 A
17	431-438; 448	None
18	438-442; 448	None
19	445-446; 449	None

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[1] Denotes supplemental material to be read after all textbook material for this objective.

[2] Denotes supplemental material to be read before reading any of the textbook material for this objective.

STUDY SUGGESTIONS

Relevant textbook pages for each objective in this unit are given in the Study Directory. This Study Directory will be especially useful if you wish to study one objective at a time. You may also find it helpful if you are having difficulty with a particular objective and need to give it additional study.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. These materials are of three different types. The first type is designed to serve as an introduction to textbook material and therefore should be read prior to the textbook material for an objective (or objectives). The second type is designed to be read after textbook sections relevant to an objective have been studied, with the third type to be used in conjunction with the textbook materials. Directions as to whether supplemental materials should be studied before, after, or in conjunction with the textbook, are in upper case type at the beginning of the supplemental materials, or at the beginning of each section of supplemental materials if not all sections are to be used at the same time.

TABLE 3.1
SOCIAL BEHAVIOR AND DISTANCE

Intimate distance--close phase (0-6 inches)

No vocalization or soft whisper, top secret; this distance involves contact or near-contact, activities of love-making, wrestling, comforting and protecting; use of distance receptors minimal, vision distorted.

Intimate distance--far phase (6-18 inches)

Audible whisper, very confidential; hands can easily reach other person, vision still somewhat distorted; neither of the intimate distance phases are considered appropriate in public by middle class Americans; this creates problems in elevators, buses, classrooms, etc.

Personal distance--close phase (18 inches - 2 1/2 feet)

Indoors, soft voice; outdoors, full voice; confidential talk; able to see all of person at this distance; this distance provides cues as to type of relationship existing between two people, husband and wife, socially accepted lovers may remain at this distance.

Personal distance--far phase (2 1/2 - 4 feet)

Indoors, soft voices; outdoors, full voice; personal talk but not as confidential as above; this is limit of physical domination; fine detail of face not so clear; eye-to-eye contact not mandatory; some cultures use cologne of such strength as to create olfactory bubble extending to this distance, middle class Americans not supposed to however.

TABLE 3.1--Continued

Social distance--close phase (4 - 7 feet)	
	Full voice, information of nonpersonal type; impersonal business takes place at this distance; people who work together use this distance; also common for people attending a social affair or meeting.
Social distance--far phase (7 - 12 feet)	
	Full voice with some overloudness; usually involves public information--open to others to hear; important to maintain visual contact at this distance; this distance can be used to insulate people from each other--people can work in presence of others and not be considered rude.
Public distance--close phase (12 - 25 feet)	
	Loud voice; talking to a group--more careful choice of words; formal speaking style.
Public distance--far phase (25 feet and up)	
	Loud voice; hailing distance; subtle shades of meaning lost; actors exaggeration necessary; get a "frozen style" meant for people who are to remain strangers.

Primary source: Edward T. Hall, *The Hidden Dimension*

OBJECTIVE 1

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. As indicated in the text, the self-fulfilling prophecy in interpersonal relations is sometimes called the *Pygmalion effect* after the sculptor in Greek mythology who fell in love with the statue he had created. A more direct parallel to the material in this chapter may be found in the George Bernard Shaw play, *Pygmalion*, in which an upper-class Englishman reeducates a lower-class woman into his own image and proceeds to fall in love with her. The power of our own impressions or expectations of others is dramatic and empirically established in Rosenthal's work.

OBJECTIVES 2 AND 3

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Conceptualization through language is perhaps man's highest achievement. It enables us to order and, to a surprising degree, predict the events of our world. Yet it is that same capacity which leads to many of our interpersonal and intergroup problems--the problem of human relations. Conceptualizing involves paying attention to the similarities or common elements in the events we experience. This concern with commonality makes it more difficult to notice or remember the many differences. Thus we categorize people and are less aware of their differences and uniqueness. This is the basis of prejudice--whether our categories are based on skin color, sex, language, or any other characteristic.

A further complication arises when we begin to lump several categories or characteristics together. We have created for ourselves an implicit personality theory. As you read the text material on this objective, keep in mind that implicit personality theories are simply collections of traits which a person assumes go together. For example, a common implicit personality theory might connect quietness → shyness → insecurity. Note that if one holds this "theory" and observes a quiet person, he is likely to further conclude (without additional evidence) that the person in question is also shy and insecure.

Another example--an extreme male chauvinist might hold the following implicit personality theory: career woman → aggressive → unattractive → unfeminine → unfulfilled. Any career woman he meets is plugged into the theory and assumed to have these characteristics. He will probably be conditioned to "see" them whether they exist or not. Positive or negative halos are implicit personality theories based on an overall good or bad evaluation of a person. "Good" people have all positive qualities; "bad" people have all negative qualities.

OBJECTIVE 4

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Our overall impressions of others usually involve piecing together various lists of information that we have either observed ourselves or heard about the person. The research of Asch (p. 156-158) demonstrated that certain traits or characteristics may be more influential or central, in that they color or affect our interpretations of many others. These influential traits (such as "warm" or "cold" in the Asch study) are known as central traits, or central organizing traits. As Wishner found (p. 158), however, centrality of a trait will depend upon the other traits with which it is correlated; i.e., "warm" and "cold" are central in some situations but other traits may be more central in other situations.

Note that when the pieces of information we receive about others are contradictory or inconsistent, there are several ways of handling the problem. In the relational method, we shift the context and give the inconsistent trait a meaning which better fits the total picture. Thus, the term "aggressive" in one situation may come to mean "outgoing" and "direct" while in a different situation it might be interpreted as "hostile" and "destructive."

In discounting, the tendency is to simply ignore or deny certain characteristics which are incompatible. For example, our first impression might be that someone is "friendly" and "kind." Later we observe them to be rather "mean" and "cruel." If we maintain our first impressions and overlook the later ones we are discounting.

With linear combining we either add together (algebraically) all of the positive and negative traits or average them. Suppose that you know someone whom you consider to be "kind" but quite "nervous" and "stubborn." Assume that on your scale of values (from -10 to 0 to +10), kindness has a +8 value, nervousness a -3 and stubbornness a -2. If your overall evaluation were a summation of these traits, you would have a +3 (moderately positive). On the other hand, if your feelings were a result of averaging the net impression, they would be a +1 (only slightly favorable). In either case, your impression would result from linear combining.

After reading the text material for this objective, see if you can indicate the correct method employed in the descriptions which follow.

1. You suddenly discover that a friend, whom you like very much, is a real tightwad and penny pincher--traits that you dislike. This results in a re-evaluation of your friend--you still like her, but not as much.

   This is an example of ____________________.

2. You hear that someone you are going to meet is sincere and kind, but somewhat insensitive. You interpret insensitive to mean that the person is just reserved and cautious.

   This is an example of ____________________.

ANSWERS TO ABOVE EXERCISES:

1. Linear combining
2. Relational method

OBJECTIVE 5

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The material covered by this objective deals with attribution theory--an important research area in contemporary social psychology. It will help to understand the reading if you keep in mind that the basic issue concerns our perception of whether another person's behavior is seen as personally motivated and determined, or whether it seems to be largely the result of external, environmental forces beyond the person's control. An important consequence of this distinction is that when behavior is seen as internally or personally caused, we are more likely to hold the individual responsible and attribute blame or particular personality characteristics. On the other hand, perceiving a behavior as due to external or environmental forces usually means that we don't hold the person responsible, but rather see him as controlled by outside factors--by the situation. If, for example, someone runs into you in a crowded building and you perceive it to be accidental (not personally caused or motivated), you are not likely to get angry or blame the individual. Should that same person run into you and you see it as intentional or deliberate (internally or personally caused), your reaction would be quite different.

From the research reported in the text, this objective asks you to distinguish those conditions which lead us to infer internal or personal causality from those which cause us to see the behavior as externally caused. Note that the behavior itself may be identical, but in one situation we will consider a person responsible while in different context we will not consider him responsible. After reading the material (p. 162-171), indicate for each condition below whether it results in a perception of internal or external causality.

1. A person is viewed as being capable or skilled in a particular area

   ____

2. A person's behavior adheres closely to the social norms or societal approval

   ____

3. A person's status is considerably lower than ours in a situation.

   ____

4. An observer accounts for the behavior of another person.

   ____

ANSWERS TO ABOVE EXERCISES:

1. Internal
2. External
3. External
4. More internal than external

OBJECTIVE 6

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 7

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective is concerned with the role of physical appearance on interpersonal attraction. Research in this area indicates that when we know very little about a person, his physical attractiveness, or lack of it, has a powerful effect on our impressions. Apply this to the self-fulfilling prophecy covered in a previous objective and the consequences assume considerable impact. When we meet a person we judge as attractive, a host of positive expectations are created. Conversely, with someone judged unattractive, negative expectations abound. These expectations influence our behavior toward the person and set in motion a self-fulfilling prophecy--the person becomes as perceived. It is not difficult to see how someone considered physically unattractive by cultural standards could readily develop a very negative self-concept with behavior to match. Of course, the reverse would occur for those considered quite attractive.

For this objective, be sure that you understand the matching hypothesis before considering the conditions under which it tends to be supported or not supported. After reading, check your understanding by answering the following:

According to the matching hypotheses--

1. A very attractive person would tend to choose or prefer dates who are less attractive.

   True False

2. People considered rather unattractive would tend to choose as partners people who are also low on attractiveness.

   True False

ANSWERS TO ABOVE EXERCISES:

1. False
2. True

OBJECTIVE 8

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The reading of this objective may be confusing unless you keep it organized around the main themes:

1. What is the evidence that similarity actually causes attraction between people? The Newcomb housing study and Bryne's experimental work are especially relevant for this question.

2. What conditions reduce or modify the influence of similarity on attraction? This involves, in particular, the effect of prior liking (Jones, Bell and Aronson study), and seeing obnoxious behavior in a similar other (Taylor and Mettee study).

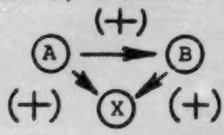
3. How do happily or unhappily married couples perceive their similarities or dissimilarities? The Levenger and Breedlove study (well known in the field) deals with this theme.

OBJECTIVE 9

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Since Newcomb's A-B-X model was formulated to explain the effects of similarity or consistency on personal attraction, it is important that you be able to classify a situation as either consistent or inconsistent. The purpose of the supplemental materials for this objective is to give you practice in doing this. In each of the following diagrams, a *plus sign represents a like*, and a *minus sign represents a dislike*.

In the following example, it is readily obvious that consistency exists:

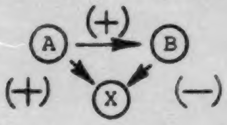
Example 1: A likes B, A likes X, B likes X, or



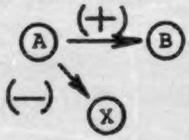
Based on the diagram in Example 1, it could also be predicted that B would also like A. It should be noted, however, that the prediction that B would also like A is based *only* on their mutual liking of X. In the real world, of course, there may be other factors on which A and B disagree, which may offset their mutual liking of X, thereby causing them *not* to be attracted to each other.

According to the A-B-X model, if A likes X and A also likes B, it would, therefore, be consistent for B to like X, as shown in Example 1, and inconsistent for B to *not* like X, as shown in Example 2:

Example 2: A likes X, A likes B, B dislikes X

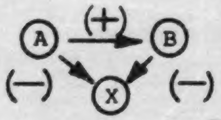


When A likes both X and B, or when B likes both A and X, it is relatively easy to determine whether consistency exists. The process becomes somewhat more complicated, however, when A likes either B or X and dislikes the other, for example:



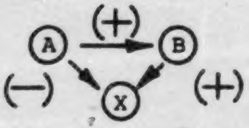
According to Newcomb's A-B-X model, if A liked B and disliked X, consistency would exist if B also disliked X, as shown in Example 3.

Example 3: A likes B, A dislikes X, B dislikes X



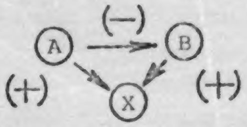
Conversely, in relation to Example 3, Example 4 represents inconsistency.

Example 4: A likes B, A dislikes X, B likes X.

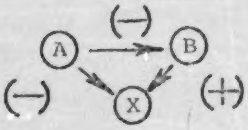


Classify each of the following as representing consistent or inconsistent situations. Check your answers by looking at the bottom of the page.

Example 5:



Example 6:



The important thing to remember about consistent vs. inconsistent situations according to Newcomb's A-B-X model is that (1) if two people have different attitudes toward something, the likelihood that they will be attracted to each other is decreased; (2) if two people have the same attitude toward something, the likelihood that they will be attracted to each other is increased; and (3) if they continue to have different attitudes about something, yet are still attracted to each other, one person will probably tend to change his attitude toward the topic in question.

ANSWERS TO THE ABOVE EXAMPLES:

Example 5: Inconsistent
Example 6: Consistent

OBJECTIVE 10

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The basic concept involved in the interpretation of this objective is the "just-world hypothesis." By applying the "just-world hypothesis," see if you can interpret the following events which actually occurred at Kent State in 1970.

> Shortly after four students were shot and killed by the Ohio National Guard, a series of rumors spread rapidly throughout the town. The rumors were as follows: (1) both of the girls killed were pregnant and maybe it was fortunate they were killed to spare their families the shame; (2) the bodies of all four of those killed were crawling with lice; (3) they were all infected with advanced syphillis.

Interpretation:

These rumors were, of course, completely false. Two of the students were not even involved in the anti-war demonstration which led to the tragedy. The rumors make sense, however, if we assume that people tend to believe in a just world where individuals get what they deserve. The murdered students must have deserved such a fate. Thus, do we feel the need to derogate the victims.

OBJECTIVE 11

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 12

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 13

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. In reading for this objective, note that the first issue concerns the evidence for the influence of the need for approval on interaction. If the need is widespread among people, then the act of providing approval should serve as a reinforcement or reward, and, thus, will increase or strengthen responses which are followed by such approval. The Verplanck and Matarazzo et al. studies shed light on this issue. Next, it would be helpful to recall the personality measurement discussion from Unit II. In that section, two approaches to the study of personality traits or needs were taken up. One involves measuring a characteristic as it exists in people naturally (individual difference approach), and then relating those measures to some behavior which should be influenced by the need or trait. The Browne and Strickland study, described in this unit, followed this procedure by comparing the effect of verbal approval (reinforcement) on the behavior of subjects with either high or low need for approval. The second approach in personality study consisted of experimentally creating a particular need through some type of situational experience, and then observing to see if that temporary "need" influenced behavior relevant to its satisfaction. This was the method used in the Walster study (p. 415). In both cases, evidence was found for the operation of the need for approval.

OBJECTIVES 14 AND 15

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The underlying theme of exchange theory, according to Thibaut and Kelley, is that every interaction with another person carries the potential of receiving certain rewards and incurring certain costs. Affection, approval, and getting help are types of rewards that accrue from interaction with others. The time and effort we invest, punishments in the form of disapproval or rejection, and the other possible activities we give up are some typical costs. The basic formula states that Outcome equals Rewards minus Costs. Outcome is akin to the net profit or loss we realize from a relationship. If rewards are greater than costs, then our outcome is positive--it constitutes a profit. On the other hand, if costs are higher than rewards the outcome is negative--we have a net loss instead of profit from the relationship. In general, it is assumed that relationships or interactions which result in loss, or negative outcomes, are not likely to continue, especially if the individual has expectations of better outcomes. This expectation of what one should get out of a relationship is known as the comparison level. If a person's comparison level is higher than his outcomes in a given relationship, regardless of how high these outcomes might be, it is seen as an unsatisfying or bad relationship. Reward, cost, outcome, and comparison level are then the four basic concepts of exchange model. Using these terms, complete the following sentences:

1. In the exchange model, when we give up going to a concert in order to help a friend, we are incurring ____________ in a relationship.

2. In the exchange model, the good feelings we experience from companionship with a friend would be considered a ______________.

3. In the exchange model, negative outcomes in a relationship result when the costs are greater than the __________________.

ANSWERS TO EXERCISES FOR OBJECTIVES 14 AND 15:

1. Costs
2. Reward
3. Rewards

An interaction matrix is a way of representing the outcomes for two people engaged in an interaction. Suppose that a boy and a girl meet one another for the first time. Each could respond in a number of ways. For simplicity let's assume each has two possible responses: the girl might give an impassive stare or a friendly smile; the boy could do likewise. This might be represented on a matrix as follows:

		Boy	
		Stare	Smile
Girl	Stare	A	B
	Smile	C	D

In the cells of this matrix the outcomes of each response could be plotted. Thus, if the boy and girl both respond with a noncommittal stare (cell A), there would be very little reward but also very little cost involved (Rewards = 0; Costs = 0; Outcome = 0). If either responded with a friendly smile and received an impassive stare in return there would be no reward but a cost would result from having a friendly overture rejected. (Rewards = 0; Costs = 2; Outcome = -2). On the other hand, when one person receives a smile in exchange for a stare, there will be some reward but no cost (Rewards = 2; Costs = 0; Outcome = 2). Cells B and C in the above matrix would show the outcomes of these two conditions. If both responded with the smile, each would receive a reward which would be greater than the cost of risking a friendly response (Rewards = 5; Costs = 2: Outcome = 3), cell D would carry the outcome of this exchange. If we fill in the matrix with all these values, the following would result. Note that outcomes above the diagonal line in each cell are the boy's and those below the diagonal belong to the girl.

		Boy	
		Stare	Smile
Girl	Stare	0 0	-2 2
	Smile	2 -2	3 3

From this matrix, it may be seen that both parties in the interaction would realize the highest profit if they responded with smiles. That this does not always occur in an encounter may be in part explained by the minimax concept. The minimax solution refers to the response which yields the best outcomes regardless of how the other person responds. In our example, the outcomes for smiling are either -2 or 3 depending on the partner's behavior. Adding these gives a +1. The outcomes for the stare are either 0 or 2 depending on how the partner reacts. Adding these yields a +2. Thus if you have no indication of how the other person is going to respond, your best bet (most rational solution) is to respond in such a way that you gain the most and lose the least (minimax). Select the minimax response for each person in the examples on the following page:

		Person A	
		Response I	Response 2
Person B	Response 1	8 8	3 6
	Response 2	6 3	9 9

The minimax response for Person A is ________________.

The minimax response for Person B is ________________.

		Person A	
		Response I	Response 2
Person B	Response 1	-3 2	0 4
	Response 2	1 1	2 3

The minimax response for Person A is ________________.

The minimax response for Person B is ________________.

ANSWERS TO MINIMAX RESPONSES IN OBJECTIVES 14 & 15:

Person A = Response 1
Person B = Response 1

Person A = Response 2
Person B = Response 1

OBJECTIVE 16

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective asks you to differentiate from the interpersonal bargaining research those conditions which encourage cooperative behavior from those which tend to produce exploitation. Now that you have read the relevant textbook material, see if you can indicate for each of the conditions listed below whether it tends to favor cooperative or exploitative behavior.

1. Both parties have the power of threat __________
2. Both parties are instructed to cooperate and show concern for each other __________________
3. Partners do not expect to meet one another __________________
4. Partners are allowed to communicate with each other prior to bargaining _____________________

ANSWERS TO ABOVE EXERCISES:

1. Exploitative
2. Cooperative
3. Exploitative
4. Cooperative

OBJECTIVE 17, 18, AND 19

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THESE OBJECTIVES.

AFTER STUDYING RELEVANT TEXTBOOK AND STUDY GUIDE MATERIALS, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS BY TURNING TO THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST. FOR ANY ITEMS ANSWERED INCORRECTLY, CONSULT THE STUDY DIRECTORY FOR THE SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH PERTAIN TO THOSE ITEMS. DO NOT ATTEMPT THE END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. Which of the following is an example of a self-fulfilling prophecy?

   a. Tom hates history; consequently his grades in history are much worse than in art
   b. Susan's favorite subject matter area is chemistry, and her scholastic performance in this area is excellent
   c. Debbie, a victim of cerebral palsy, has always been told she will never be able to operate a motor vehicle; consequently, her attempts to learn to drive have always met with failure
   d. Mark is an excellent mechanic; however, his parents were quite disappointed that he did not choose to become a doctor as his two older brothers had done

2. The significance of self-fulfilling prophecies in the area of social psychology is that:

   a. Perceptions of other people are not totally based on their objective characteristics
   b. First perceptions of other people are always accurate
   c. Our expectations of others effect how they behave
   d. We are better judges of our own than of others' personalities

3. Which of the following is an advantage of the process of classifying or categorizing our social environment?

   a. All members of a category may be perceived as alike
   b. Discrimination of differences between members of a category becomes more difficult
   c. Differences between members of a category may be ignored
   d. Categorizing helps to simplify and provide meaning in a complex world

4. When an individual assumes that all people who are cautious and introverted are also untrustworthy, we have an instance of

    a. The operation of central traits
    b. The attribution of causality
    c. An implicit personality theory
    d. The linear combining of traits

5. Sally is said to be beautiful, generous, and aggressive. Since the trait "aggressive" may be seen as inconsistent with being beautiful and generous, one might employ the relational method in forming an overall impression of Sally. This would involve

    a. Ignoring the aggressive trait and considering only "beautiful" and "generous"
    b. Reinterpreting the aggressive trait in a positive way so as to fit the other characteristics
    c. Averaging out the three characteristics
    d. Adding together the two positive traits and subtracting the negative to yield a total

6. We are least likely to attribute causality to a person or hold him personally responsible for an action when

    a. He is considered capable and skillful
    b. His behavior is in line with socially-approved norms
    c. He has high status
    d. The behavior involved was a violation of generally-accepted norms

7. Whether a subject's emotional experience was influenced by the situation in the Schachter and Singer study (involving injections of epinephrine) depended upon

   a. The intensity of the internal arousal
   b. The behavior of the accomplice or stooge of the experimenters
   c. The emotional climate of the experimental situation
   d. The type of information about the drug given by the experimenters

8. Research on the influence of physical appearance on opposite-sex attraction has found

   a. No support for the matching hypothesis under any condition
   b. No support for the matching hypothesis when subjects were faced with the possibility of rejection
   c. No support for the matching hypothesis when subjects believed they would actually be meeting the persons they chose
   d. Support for the matching hypothesis when subjects were faced with the possibility of rejection

9. Research has shown that similarity to another person may lead to dislike when

   a. That person appears to like us
   b. Little or no interaction occurs with that person
   c. That person behaves in an obnoxious way
   d. That person behaves in a pleasant way

10. Applying Newcomb's A-B-X model, which of the following conditions would involve consistency?

   a. A likes B, A dislikes X, B dislikes X
   b. A likes B, A likes X, B dislikes X
   c. A dislikes B, A likes X, B likes X
   d. A dislikes B, A dislikes X, B dislikes X

11. In the experiment in which a presumed "subject" underwent shock for the benefit of other subjects, she was

    a. Considered more attractive by her peers than was a subject who received rewards
    b. Treated with more gratitude and respect than was the subject who received rewards
    c. Considered less attractive than was the subject who received rewards
    d. Thought of very positively by the others but considered strange

12. According to Aronson's gain-loss theory of attraction, a close friend or spouse

    a. Would be an important source of rewards
    b. Would be more capable of punishing us than rewarding us
    c. Would be more capable of rewarding us than punishing us
    d. Would have little power to either reward or punish us

13. According to the developing relationship model of Levenger and Snoek, the type of interaction which characterizes the second level of surface contact

    a. Involves sharing personal concerns and taking risks
    b. Is not really interaction at all but simply awareness of the other
    c. Is restricted largely to role-playing governed by cultural norms
    d. Involves access to inner feelings, openness and accomodation

14. Research has shown that people who feel competent and satisfied with themselves

    a. Are more responsive to subtle signs of approval from others
    b. Are more responsive to approval given by people who are competent and have high self-esteem
    c. Are less responsive to subtle signs of approval from others
    d. Respond to signs of approval from others by ignoring them or becoming hostile

15. Given the following interaction matrix, the correct minimax solution for both persons would be

		Person A	
		Resp 1	Resp 2
Person B	Resp 3	8 8	10 −1
	Resp 4	−2 6	−1 −2

    a. response 1 for Person A; response 3 for Person B
    b. response 2 for Person A; response 4 for Person B
    c. response 1 for Person A; response 4 for Person B
    d. response 2 for Person A; response 3 for Person B

16. According to the exchange model of Thibaut and Kelley, the outcome of an interaction

    a. Is the same thing as total rewards
    b. Depends upon the comparison level
    c. Is positive when the rewards exceed the costs
    d. Is negative when the costs are less than the rewards

17. Which of the following conditions facilitated cooperative rather than exploitative behavior in the research on interpersonal bargaining?

    a. The power to threaten the partner
    b. Moderate amounts of cooperative behavior on the part of one person
    c. A situation in which the partners remain anonymous to each other
    d. Motivating subjects to cooperate through instructions to that effect

18. Which of the following statements would best apply to the concept of norm?

    a. Norms involve standards that regulate our behavior in various social situations
    b. Norms involve patterns of behavior expected of people who occupy a particular status or position
    c. Norms provide the stimulus for social change and new experience
    d. Norms serve no worthwhile purpose in a society and should be eliminated

19. Through the tactic of altercasting in our interactions with another person

    a. We create a situation which favors authentic relationships
    b. We allow the other person to present himself in a way which best expresses his true personality
    c. We correct or protect our self-image when it is threatened by the interaction
    d. We present a particular definition of self which forces the other person into a complementary role

20. Which of the following characteristics would be found in a Machiavellian type of person?

    a. Not susceptible to social influence
    b. Strong commitment to certain values and opinions
    c. Unskilled at bargaining and manipulating others
    d. Tendency to get emotionally involved with others

CHECK YOUR ANSWERS BY TURNING TO SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. c
2. c
3. d
4. c
5. b
6. b
7. d
8. d
9. c
10. a
11. c
12. b
13. c
14. c
15. d
16. c
17. d
18. a
19. d
20. a

DO NOT REQUEST END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST

IV

ATTITUDE
AND
ATTITUDE CHANGES

OVERVIEW

Of all the concepts in social psychology considered in this course, none has been more central than that of attitude. Social psychologists of every theoretical persuasion have generally found it necessary to deal with the term. A primary reason for the importance of the attitude concept derives from the complexity of human social behavior and the necessity to take into account a person's thoughts and feelings in trying to understand his overt behavior. Attitudes are defined as dispositions, both in scientific and everyday usage. We recognize that a person does not always express attitudes overtly--that social pressures and situations may inhibit his expressions. Thus one cannot always predict overt behavior from attitudes, and, on the other side, one cannot always predict attitudes from overt behavior. Often our understanding of another person seems more adequate when we know his attitudes, irrespective of how he might behave overtly in a given situation. This unit provides a perspective on the nature of attitudes, how they develop and change, and perhaps their most important consequence in the form of prejudice.

The first chapter in the unit (Chapter 8) deals with three major issues: the nature of attitudes (Objective 1), attitude measurement (Objectives 2, 3, 4,), and attitude development (Objectives 5, 6). The next chapter (Chapter 9) considers the major factors in attitude change, beginning with a communications analysis focusing on the communicator (who), the message (says what), and the audience (to whom) (Objectives 7, 8). The manner in which context or frame of reference influences our judgments and attitudes is considered next (Objective 9). The chapter concludes with an extended discussion of the methods for handling incongruous or inconsistent information, particularly the approach known as dissonance theory (Objectives 10-13). The final chapter in the unit (Chapter 7) reviews some of the basic findings regarding prejudice. After a brief consideration of the meaning of prejudice (Objective 14), the discussion centers on three primary issues. These concern the causes of prejudice (Objectives 15, 16, 17), the effects of prejudice on both the holder and the target (Objective 18), and the various conditions which lead to a reduction in prejudice (Objectives 19, 20).

PERFORMANCE OBJECTIVES

1. Identify the three components of an attitude and/or the terms or characteristics relevant to the definition of attitudes.

2. Differentiate between the Thurstone, Likert and Bogardus attitude scales with regard to format, method of construction, and scoring procedure.

3. Contrast the semantic differential with other types of attitude scales and/or identify basic types of dimensions measured.

4. Differentiate between behavioral and behavioroid measures of attitudes and compare their uses with paper-and-pencil measures.

5. Given descriptions of situations pertaining to the origin or development of attitudes, classify according to source, indirect learning, functional factors, classical and inadvertent conditioning.

6. Given examples of attitude organization, distinguish between balanced and imbalanced systems and indicate modes of achieving balance.

7. Given statements concerning the effect of the following persuasion components, communicator, message, and audience, correctly identify research results.

8. Given statements concerning the effect of personality and role-playing, correctly identify research findings on attitude change.

9. Apply frame of reference principles to situations involving social judgments and attitude change to form logical conclusions.

10. Given instances of free choice and forced compliance situations, predict and/or interpret the consequences through the application of dissonance theory.

11. Identify conditions which produce dissonance and the types of inconsistency to which the theory applies.

12. Distinguish between the original interpretation and Aronson's self-concept approach to the conditions producing dissonance.

13. Identify terms and concepts relevant to the definition of prejudice.

14. Identify or interpret historical explanations (theories) of prejudice.

15. Identify and interpret prejudice resulting from sociocultural and situational causes.

16. Identify personality factors contributing to prejudice and distinguish the type or nature of the prejudice involved.

17. Interpret research pertaining to the effects of prejudice on the victim.

18. Differentiate the conditions under which intergroup contact may reduce prejudice.

19. Given a cause (or theory) of prejudice, identify the most relevant method for reducing it.

PRETEST

1. Attitudes are viewed as

   a. Shirts in mood
   b. Enduring dispositions
   c. Overt behaviors
   d. All of the above
   e. None of the above

2. On the Likert-type attitude scale, a person taking the scale responds by

   a. Indicating either agreement or disagreement with an opinion statement
   b. Indicating one of five categories of response from strongly approve to strongly disapprove
   c. Checking a point on a rating scale between two polar adjectives
   d. Indicating which of several relationships (e.g., close kinship by marriage) one would be willing to engage in with members of a particular group

3. All of the following types of dimensions are included in the semantic differential except:

   a. Potency
   b. Evaluation
   c. Rationality
   d. Activity

4. A prejudice study involved asking white subjects to sign releases permitting the circulation of photographs of themselves with black persons of the opposite sex. This would be an example of a

   a. Behavioral measure of attitudes
   b. Behavioroid measure of attitudes
   c. Bogardus Social Distance measure of attitudes
   d. Thurstone-type measure of attitudes

5. The fact that whites living in integrated housing projects express more positive attitudes toward blacks than those living in segregated projects would suggest the development of attitudes through

   a. Inadvertent conditioning
   b. Classical conditioning
   c. Direct contact
   d. Cultural transmission

6. You dislike your boss for a number of reasons. One day, to your surprise, you discover that he is very much opposed to the women's liberation movement. You, too, have always felt quite negative toward the movement. The imbalance in this system of attitudes could be reduced or eliminated if

   a. Your feelings toward your boss changed to liking
   b. Your attitude toward women's liberation changed to positive
   c. Both of the above
   d. Neither of the above
   e. This is actually a balanced situation, hence no change is necessary

7. Which of the following has not been found in research dealing with the credibility of a communicator?

   a. High credibility communicators are more persuasive than those with low credibility
   b. High credibility communicators are perceived as being fairer than those with low credibility
   c. High credibility communicators are seen as presenting more justifiable conclusions than those with low credibility
   d. High credibility communicators produce more long-range attitude change than those with low credibility

8. Studies have found that some people are generally more easily persuaded than others. Which of the following conclusions has emerged from this research?

a. Males are in general more persuasible than females
b. Males with high self-esteem are more persuasible than those with low self-esteem
c. Females with low self-esteem are more persuasible than those with high self-esteem
d. Females with high self-esteem are more persuasible than those with low self-esteem

9. A speaker at a meeting of radical women's liberation supporters took a position that was moderate in tone but slightly critical of the liberation movement. The audience would most likely interpret the speech as

a. Moderately positive to women's liberation
b. Moderate or neutral on women's liberation
c. More negative toward the movement than it actually was
d. More positive toward the movement than it actually was

10. Kathy has been accepted as a student by Harvard, her first choice, and by State College, her last choice. Jill was accepted by both Harvard and Yale, her first two choices. Both women chose to attend Harvard. According to cognitive-dissonance theory, after they made their decision

a. Kathy greatly increased her estimate of Harvard and devalued State College even more
b. Kathy devalued Harvard and increased her estimate of State College
c. Jill greatly increased her estimate of Harvard and devalued Yale
d. Jill devalued Harvard and increased her estimate of Yale

11. According to dissonance theory, two cognitive elements are dissonant if:

    a. There is a relationship of consistency or congruency between the two elements
    b. Something discrepant from or obverse to one element follows another
    c. They are both totally insignificant
    d. Either one would follow from the other

12. In Aronson's modification of dissonance theory, the experimental subject who is paid only a small amount to tell another subject that a boring experiment is interesting, would experience dissonance between

    a. The awareness that a task was boring and the fact that he told someone it was interesting
    b. The knowledge that he was paid a small amount and the fact that he knew other subjects were paid much more
    c. His view of himself as a decent, truthful person and knowledge of the fact that he lied about the experiment
    d. The knowledge that he thought the experiment was boring at one time and the knowledge that he thought it was interesting at a later time

13. Stereotyping involves all of the following except:

    a. Prejudgments which lead one to classify diverse people under a single category
    b. Classifying a group of people who are similar into many categories
    c. Some degree of prejudice
    d. Attributing similarities when none actually exist

14. An approach which views prejudice as a system of exploitation in which the dominant group gains certain advantages while justifying their superior position would be

    a. The authoritarian personality pattern
    b. Marxian theory
    c. Park's conditions-of-contact theory
    d. The scapegoat theory

15. The downward mobility approach to prejudice emphasizes which of the following concepts?

    a. Socialization
    b. The scapegoat
    c. The "just world" hypothesis
    d. Social conformity

16. Which of the following characteristics would not apply to the authoritarian personality view of prejudice?

    a. Strict, punitive fathers demanding obedience
    b. Tendency to devalue minority group members in order to maintain a "just world"
    c. Conservative, ethnocentric, anti-semitic
    d. Hostility displaced to outgroups

17. Research on Mexican-American children and classroom learning has shown that

    a. The amount of learning which takes place depends on the teacher's expectations
    b. Language differences between the children and their teacher is the most critical factor in learning
    c. The ethnic background of the teacher was the most important factor in the students' progress
    d. The teacher's attitude toward the class was the most critical factor in learning

18. Contact between members of groups where prejudice exists

    a. Always results in more positive relations
    b. Never leads to better relations or reduction in prejudice
    c. May have either positive or negative effects depending upon other factors in the situation
    d. Will usually have beneficial results at first while the long-range consequences are more often negative

19. Which of the following methods of reducing prejudice would be most appropriate if authoritarianism were the causal factor?

    a. Social and economic reform
    b. Modifying child-rearing practices
    c. Intergroup contact
    d. Consciousness raising

CHECK YOUR ANSWERS BY TURNING TO PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. b
2. b
3. c
4. b
5. c
6. c
7. d
8. d
9. c
10. c
11. b
12. c
13. b
14. b
15. b
16. b
17. c
18. c
19. b

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974. Chapters 7, 8, and 9.

Objective and Test Item No.	Textbook Pages(s)	Study Guide Page(s)
1	253-254	141-142 A[1]
2	254-259	143-152 A
3	259-260	None
4	260-263	153-154 A
5	267-274	154-157 B[2]
6	274-279	157-158 A
7	285-292	158-160 B
8	292-296	160-161 A
9	296-298	162-163 A
10	301-308	163-164 A
11	301-302 308-309	None
12	309-310	165-166 B
13	216-217	None
14	218-221	166-168 A
15	221-227	169 A
16	227-230	170-171 A
17	238-243	None
18	246-247	None
19	218-232 243-250	172-173 A

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[1] Denotes supplemental material to be read after reading all textbook material for this objective.

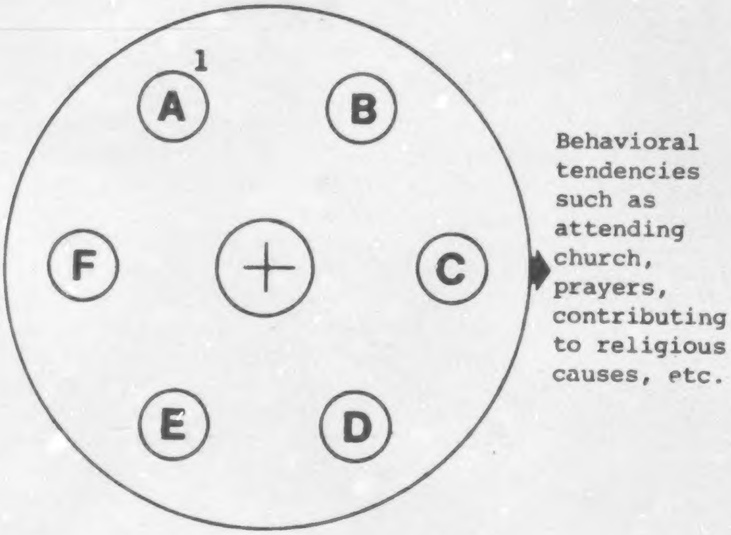
[2] Denotes supplemental material to be read before reading any of the textbook material for this objective.

SUPPLEMENTAL MATERIALS

The following supplemental materials enlarge upon the textbook treatment of topics and help clarify objectives or related issues. These materials also contain exercises which will enable you to check your understanding of the textbook material. As in preceding units, these materials are of three different types. The first type is designed to serve as an introduction to textbook material and, therefore, should be read prior to the textbook material for an objective (or objectives). The second type is designed to be read after textbook sections relevant to an objective have been studied, with the third type to be used in conjunction with the textbook materials. Directions as to whether supplemental materials should be studied before, after, or in conjunction with the textbook are in upper case type at the beginning of the supplemental materials if not all sections are to be used at the same time.

OBJECTIVE 1

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Attitudes are viewed by social psychologists as relatively enduring dispositions or tendencies to feel, think, and respond in certain ways toward various aspects of the world. Attitudes, then, are always directed toward particular objects, persons, or events. They are not just vague feelings or moods. It might be helpful to think of an attitude as a little system having three elements or components--cognitive, affective, and behavioral. For example, most of us probably have developed a religious attitude. In Figure 4.1 is a diagram of the three components of the religious attitude system of some hypothetical person. The circle in the center indicates the affective or feeling component--in this case our subject is positive or favorable toward religion. The smaller circles around the outer area represent cognitive elements of the system--various beliefs or opinions regarding religious matters. The arrow leading out from the large circle indicates behavioral tendencies of the system.



1
A
B
F
C
E
D
+
Behavioral tendencies such as attending church, prayers, contributing to religious causes, etc.

Fig. 4.1. A hypothetical attitude system

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[1] Cognitions (small circles)

A. Belief about nature of God
B. Belief about man's relationship to God
C. Belief about God's laws
D. Belief about the meaning of life
E. Belief about life after death
F. Belief about moral and immoral behavior

OBJECTIVE 2

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Apart from rating procedures such as the semantic differential, the two most widely used attitude scales are those developed by Thurstone and Likert. An example of each is provided here. You may find it interesting and helpful to take these attitude surveys and then score your own responses using the procedures outlined at the end of the scales. "Attitudes Toward the Church" scale is a Thurstone type while the "Public Opinion Questionnaire" follows the Likert format. An example of the Bogardus Social Distance Scale is also included for your information. No scoring procedure is provided for this scale since individual responses would have little meaning.

ATTITUDES TOWARD THE CHURCH

This is an investigation of attitude toward the church--not any particular church but the church as an institution in our society. You are asked to read the following list of statements about the church and to endorse those that express your own sentiment or belief. Let your own experience with churches determine your endorsements. Circle "A" if you are in general agreement with the statement; circle "D" if you disagree for the most part.

A D 1. I think the teaching of the church is altogether too superficial to have much social significance.

A D 2. I think the church influences business and politics to maintain higher standards than they would otherwise tend to keep.

A D 3. I find the services of the church both restful and inspiring.

A D 4. I do not receive any benefit from attending church services but I think it helps some people.

A D 5. Sometimes I feel that the church and religion are necessary and sometimes I doubt it.

A D 6. I believe in what the church teaches but with some personal reservations.

A D 7. I believe church membership is almost essential to living life at its best.

A D 8. There is too much money being spent on the church for the benefit that is being derived.

A D 9. I believe the church is fundamentally sound but some of its supporters have given it a bad name.

A D 10. I feel the need for religion but do not find what I want in any one church.

A D 11. When I go to church I enjoy a fine ritual service with good music.

A D 12. I think the church is hundreds of years behind the times and cannot make a dent on modern life.

A D 13. I like the ceremonies of my church but do not miss them much when I stay away.

A D 14. I think the country would be better off if the churches were closed and the ministers set to some useful work.

A D 15. I believe the church is the greatest institution in America today.

A D 16. I think the organized church is an enemy of science and truth.

A D 17. I think the church seeks to impose a lot of worn-out dogmas and medieval superstitions.

A D 18. I believe the church is a powerful agency for promoting both individual and social righteousness.

A D 19. I believe in sincerity and goodness without any church ceremonies.

A D 20. I believe the church is losing ground as education advances.

SCORING PROCEDURE - ATTITUDES TOWARD THE CHURCH

Consider only the items with which you indicated agreement (A); ignore all the others. The table below shows the scale values for each of the twenty items.

1.	8.3	6.	4.5	11.	4.0	16.	10.7
2.	2.6	7.	1.5	12.	9.5	17.	9.2
3.	2.3	8.	7.5	13.	5.1	18.	1.2
4.	5.7	9.	3.9	14.	10.5	19.	6.7
5.	5.6	10.	6.1	15.	0.2	20.	7.4

Find the scale value for each item with which you agreed. Add these together and divide the total by the number of agree items. For example, if you had agreed with items 2, 7, 9, 13, and 18, your score would be found as follows:

Item	Value	
2	2.6	
7	1.5	14.3 divided by 5 = 2.86
9	3.9	
13	5.1	Attitude Score = 2.86
18	1.2	
	14.3 Total	

The Thurstone Scale is constructed on a continuum which ranges from 0 to 11. A score of 0 is the most extreme prochurch position; while a score of 11 represents the most extreme antichurch position. A score of 5.5 indicates a neutral position, neither pro nor anti. Your own score may be interpreted on the following scale:

Most pro			Example		Neutral						Most anti
↓			↓		↓						↓
0	1	2	3	4	5.5	6	7	8	9	10	11

The further below 5.5 is your score, the more prochurch is your attitude. If your score is above 5.5, it indicates an antichurch attitude, and the higher the score the more anti the feeling. In the example above, a score of 2.86 indicates a moderately pro feeling toward the church.

College students, on the average, score between 4.0 and 4.5. In general, the longer one attends college the higher the score (less prochurch)

PUBLIC OPINION QUESTIONNAIRE

Below are some statements regarding public issues, with which some people agree and others disagree. Please give us your own opinion about these items; i.e., whether you agree or disagree with the items as they stand.

Please check in the appropriate blank below, as follows:

Strongly Agree	A
Agree	a
Uncertain	U
Disagree	d
Strongly Disagree	D

	A	a	U	d	D
1. Sometimes I feel all alone in the world.	4	3	2	1	0
2. I worry about the future facing today's children.	4	3	2	1	0
3. I don't get invited out by friends as often as I'd really like.	4	3	2	1	0
4. The end often justifies the means.	4	3	2	1	0
5. Most people today seldom feel lonely.	0	1	2	3	4
6. Sometimes I have the feeling that other people are using me.	4	3	2	1	0
7. People's ideas change so much that I wonder if we'll ever have anything to depend on.	4	3	2	1	0

8. Real friends are as easy as ever to find.

$\overline{0}$ $\overline{1}$ $\overline{2}$ $\overline{3}$ $\overline{4}$

9. It is frightening to be responsible for the development of a little child.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

10. Everything is relative, and there just aren't any definite rules to live by.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

11. One can always find friends if one shows oneself friendly.

$\overline{0}$ $\overline{1}$ $\overline{2}$ $\overline{3}$ $\overline{4}$

12. I often wonder what the meaning of life really is.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

13. There is little or nothing I can do towards preventing a major "shooting" war.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

14. The world in which we live is basically a friendly place.

$\overline{0}$ $\overline{1}$ $\overline{2}$ $\overline{3}$ $\overline{4}$

15. There are so many decisions that have to be made today that sometimes I could just "blow up."

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

16. The only thing one can be sure of today is that one can be sure of nothing.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

17. There are few dependable ties between people any more.

$\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$ $\overline{0}$

18. There is little chance for promotion on the job unless a person gets a break.

4 3 2 1 0

19. With so many religions abroad, one doesn't really know which to believe.

4 3 2 1 0

20. We're so regimented today that there's not much room for choice even in personal matters.

4 3 2 1 0

21. We are just so many cogs in the machinery of life.

4 3 2 1 0

22. People are just naturally friendly and helpful.

0 1 2 3 4

23. The future looks very dismal.

4 3 2 1 0

24. I don't get to visit friends as often as I'd really like.

4 3 2 1 0

SCORING PROCEDURE - PUBLIC OPINION QUESTIONNAIRE

This scale was designed to measure alienation or the sense of feeling separate or cut off from society. Three different elements of alienation are measured: a sense of powerlessness or lack of influence on what happens in society; a feeling of having no norms or standards or being unable to relate to societal norms; a sense of social isolation, lack of solidarity or closeness to others. On this scale (Likert-type) each item response is given a weight of 0, 1, 2, 3, 4 depending upon the degree of agreement or disagreement with the statement. These weights are shown under each response category on the scale. To find your alienation score simply go down the page adding up all the values listed for the responses you gave. If you omitted an item give it a score of 2 (uncertain). The average (mean) score for college students in the 1960's was 33.5. Scores of 10 or more points above this would indicate high alienation, while scores of 10 or more points below the mean would suggest low alienation. There is some reason to believe that the average score has gone up several points in the past few years, so the mean of 33.5 may be somewhat low for the 1970's.

Note that, of the three components of an attitude (cognitive, affective and behavioral), these scales focus on the affective or feeling element.

BOGARDUS SOCIAL DISTANCE SCALE

According to my first feeling reactions, I would willingly admit members of each racial group (as a class and not the best I have known, nor the worst members) to one or more of the groups beside which I have placed a cross (X). (If you are wholly unfamiliar with any one of the racial groups, then no marks need be made).

	Americans (native white)	Americans	Canadians	English	French	Germans	Hindus	Irish	Italians	Japanese	Scotch	Spaniards	Turks
To close kinship by marriage													
To citizenship in my country													
To work in my occupation													
To my club as personal chums													
As visitors only to my country													
To my street as neighbors													
Would exclude them from my country													

OBJECTIVE 3

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 4

THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE SHOULD BE READ BEFORE ATTEMPTING THE FOLLOWING EXERCISE. Match each method below with the correct term on the right.

1. Several people are asked if they would be willing to pledge $100 to their church.
2. The actual church attendance of a group is recorded for one year.
3. Several people are asked to rate the concept of "church" on a sematic differential.

A. Paper-and-pencil attitude measure

B. Behavioroid measure of attitude

C. Behavioral measure of attitude

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 4:

1. Behavioroid measure
2. Behavioral measure
3. Paper-and-pencil measure

OBJECTIVE 5

THE FOLLOWING SUPPLEMENTAL MATERIAL SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. In the text discussion of the several ways in which attitudes are formed, students seem to have the most difficulty with functionalism. If this is the case for you it may help to keep in mind that many attitudes are adopted because they serve a particular function for us--they satisfy a deeper need. Thus for someone with a paralyzing fear of death, religious beliefs or attitudes may be picked up, or actively sought, as a way of reducing or eliminating the fear. In this instance the religious attitude serves a function for the person. The text deals specifically with two needs which may lead to the development of attitudes--ego defense and understanding or knowledge.

Ego defense concerns the ways in which we avoid facing our fears or doubts about the kind of person we are, or threats from the external world. Take a person with a deep sense of inferiority. One approach which might help in defending oneself from this would be to see members of a minority group as inferior and build up one's ego by feeling superior to such people. Note that the attitude (prejudice against a minority) stems from the need to protect oneself from the feeling of inferiority. The minority group is merely a convenient target.

The need for knowledge or understanding implies that people seek to make some sense of their world--they need a frame of reference or system of beliefs for understanding their experiences. Thus the observation that church attendance and religious interest tend to increase in periods of social upheaval and stress might be interpreted as an attempt to find answers in a chaotic or unpredictable world. Religious beliefs serve the function of providing meaning or a sense of understanding.

After studying the various sources of attitudes, complete the exercises on the following page by matching the sources in the column on the right with the situations described in the left column.

1. A person who is basically very hostile and aggressive is prejudiced against Jews and considers them extremely aggressive.

2. A black living in a largely white neighborhood is robbed several times by groups of white teenagers. He develops a strong prejudice against whites.

3. A person living in a rural community in the midwest, composed only of native Americans, develops a strong hatred of Russians.

4. A person develops a positive feeling toward a product after seeing countless commercials in which the product is always shown in connection with something pleasant.

A. Indirect learning

B. Functionalism

C. Direct contact

D. Conditioning

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 5:

1. Functionalism
2. Direct contact
3. Indirect learning
4. Conditioning

OBJECTIVE 6

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The concept of balance in attitude organization is quite similar to the A-B-X system discussed in Unit III and on page 193 of the text. The only new feature is the notion of the unit relationship. When two attitude objects are seen as belonging together (a wife and her husband, a boy and his dog, a politician and his programs), the effect is a positive link--a plus sign. Keeping this in mind, indicate whether the following situations are balanced or imbalanced.

1. Professor Williams teaches a course in constitutional law which you are taking. You don't like Williams but find that you do like the course.

2. You have never liked or supported Congressman Stone. During the current session of Congress, Stone introduced tax reform legislation and vigorously supported it. You are very much in favor of the tax reform bill.

3. You like your boss at the office where you work. One evening at a dinner party you meet the boss's wife and find that you also like her.

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 6:

1. Imbalanced
2. Imbalanced
3. Balanced

OBJECTIVE 7

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective deals with research organized around the communication theme of who says what to whom (communicator, message, and audience) with what effect (attitude change). When studying the material pay attention to the following issues:

1. Communicator
    a. Credibility and the sleeper effect
2. Message
    a. Conclusion drawing
    b. One-sided vs. two-sided presentations
    c. Order of arguments
    d. Fear appeals
3. Audience
    a. Persuasibility in males and females

After reading see if you can answer the questions on the following page:

1. High credibility communicators produce the most attitude change
   a. Immediately after their presentation
   b. After a delay of several weeks

2. One-sided arguments have been found to be most effective when
   a. The audience agrees with the communicator's position
   b. The audience disagrees with the communicator's position

3. People are least persuasible if
   a. They have high self-esteem
   b. They have low self-esteem

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 7:

1. a (immediately after)
2. a (audience agrees)
3. b (low self-esteem)

OBJECTIVE 8

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. There are two major issues in the material on role-playing. The first concerns the effectiveness of role-playing in bringing about attitude change. This is demonstrated for both important and relatively unimportant issues. The second issue involves identifying the reasons why role-playing works when it does. Respond to the following:

1. In the works of Janis and King, what two factors are advanced for the effectiveness of role-playing?

2. Which of these proved more important when subjected to experimental study?

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

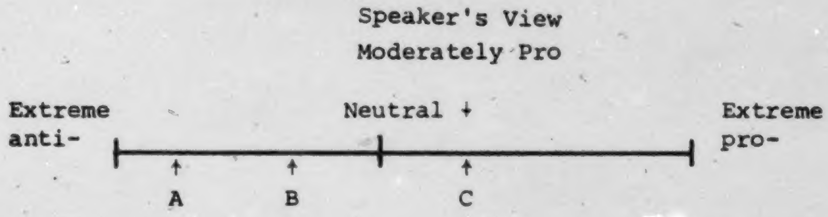
ANSWERS TO EXERCISES FOR OBJECTIVE 8:

Janis and King hypothesized that role-playing a particular point-or-view could lead to changing one's attitude, (a) because in the process a person tries to develop good arguments and may end up persuading himself or herself, or (b) due to the reinforcement resulting from a competent performance. When these two factors were studied experimentally the first proved to be more critical--subjects who improvised arguments changed more than those given prepared statements of the position.

OBJECTIVE 9

BEFORE READING THESE MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. After reading the frame-of-reference material, interpret the following problem:

> A PTA audience hears a speech by a woman presenting a moderately favorable view towards the women's liberation movement. Assume that the various members of the audience originally held views at points A, B, and C on the scale below.



1. Which members of the audience would tend to consider the speaker more extreme than she actually was--those at Positions A, B, or C?
2. Which members of the audience would be most influenced by the speaker--those at positions A, B, or C?

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 9:

1. Those at position A
2. Those at position B

OBJECTIVE 10

THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE SHOULD HAVE BEEN READ BEFORE THE FOLLOWING EXERCISE IS ATTEMPTED. Apply dissonance theory to the following:

1. Jim and Joan are both graduating from college. Jim has two job offers--one that he likes very much and another that he finds less attractive. Joan also has two offers, and she finds both of them very desirable. After they make their decisions, which person is likely to reevaluate his or her job offers the most? How does dissonance theory explain this?

2. Kim, a five-year-old, takes great delight in hitting his baby brother. His parents decide something has to be done before the baby is really hurt. Father thinks the thing to do is threaten Kim with a hard spanking and loss of TV privileges for a month. The mother feels that a milder threat would be just as effective. Assuming that both threats work temporarily, which would likely lead to the more lasting reduction in Kim's hitting behavior? How would dissonance theory account for this?

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 10:

1. Joan will be more likely to reevaluate--the position she chose will look more attractive and the one she rejected will be devaluated.
   Explanation: According to dissonance theory Jim will experience little dissonance since he considered one job much more desirable than the other. Joan, however, was faced with a difficult decision--both jobs were attractive. She will experience considerable dissonance and will need to reduce it by reevaluating.

2. A mild threat should be more effective in the long run than a severe threat. The dissonance view would see the severe threat as providing a lot of external justification for not hitting baby brother, but when parents are not around Kim would be tempted to swat the baby again. With a mild threat there is little external justification so if Kim refrains from hitting his brother he experiences dissonance ("Why am I not doing something I like so much?") The dissonance should lead Kim to convince himself that he really doesn't enjoy hitting the baby; thus he internalizes the prohibition and is less likely to do it in the future, even when his parents are not around.

OBJECTIVE 11

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 12

THE FIRST PARAGRAPH OF THE SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE SHOULD BE READ BEFORE TEXT MATERIAL; THE EXERCISES SHOULD BE COMPLETED AFTER THE TEXT MATERIAL HAS BEEN READ. In studying the material for this objective, pay attention to Aronson's reinterpretation of the Festinger and Carlsmith experiment and also the marijuana study which tested Aronson's reformulation of what creates dissonance. Try the following questions as a check on your understanding.

1. According to the original formulation of Festinger, dissonance in the Festinger and Carlsmith experiment resulted from

   a. Knowing that the task was boring and telling someone that it was interesting, or
   b. Considering oneself as a decent, honest person and then deliberately deceiving someone about the experiment.

2. In the marijuana experiment (Nel, Helmreich and Aronson) subjects were told that their promarijuana speech would be shown to people who were against, in favor of legalization, or neutral on the subject. This was done because the experimenters hypothesized that the greatest dissonance would result from

   a. Trying to influence people who were opposed to the approach taken in the speech, or
   b. Trying to influence people who were not committed on the issue.

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 12:

1. a
2. b

OBJECTIVE 13

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE

OBJECTIVE 14

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The Marxist approach sees prejudice as a system of beliefs used by a dominant group to maintain and justify its position. Strong support for this view is provided by an analysis of the stereotypes through which the "haves" perceive the "have-nots" all over the world. These stereotypes are remarkably similar regardless of the target group involved. A sense of this can be grasped by considering the parallels between white views of blacks and male views of females in the U.S. Some of these parallels are listed on the following page.

Blacks were once a form of property – Women are often considered a form of property

Blacks were once unable to vote – Women were once unable to vote

Blacks are often considered inferior mentally – Women are often considered inferior mentally

Blacks are often told to stay in "their place" – Women are often told to stay in "their place"

Blacks have often been considered more emotional than rational – Women have often been considered more emotional than rational

Whites often consider it "unnatural" to have a black boss – Males often consider it "unnatural" to have a female boss

Black is evil – Woman is evil

Blacks have often been considered happy with their lot – Women have often been considered happy with their lot

Similar parallels may be found for "master-slave" and "colonial-colonized" around the world. The similarity in stereotypes suggests that their origins lie in the nature of the relationship between a dominant group with power, and a submissive, powerless underdog. Note how the "just-world" way of thinking helps us to understand this process.

Indicate which of these statements are correct applications of the "just world" idea to the beliefs and perceptions of a dominant group:

1. Blacks must be doing something to deserve the treatment they get
2. Women are to blame for their inferior position
3. In a just world women would be equal to men
4. Blacks are lazy and lack motivation; hence it is only just for whites to take care of them
5. It is only justice for whites to turn over some of their power to blacks

ANSWERS TO EXERCISES FOR OBJECTIVE 14:

Statements 1, 2, and 4 represent a just-world view of the underdog as seen by the dominant group.

OBJECTIVE 15

THE FOLLOWING EXERCISE SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE HAS BEEN READ. Several causes of prejudice are included in this objective. After reading the text discussion, try to match a term on the right with each of the causes listed on the left.

1. Downward mobility
2. Realistic group conflict
3. Urban stigma
4. Socialization

A. Prejudice against Jews
B. Stereotypes of Turks
C. Scapegoats
D. Economic competition

ANSWERS TO EXERCISES FOR OBJECTIVE 15:

1. C
2. D
3. A
4. B

OBJECTIVE 16

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The personality approach to prejudice seeks the cause within the person. A particular need, conflict or tendency is assumed to predispose or make one susceptible to prejudice. The attitude then functions to satisfy the need, resolve the conflict, or aid in expressing the tendency. Projection, frustration, and authoritarianism are the three personality patterns discussed in the text, With each of these, prejudice becomes a response to, a way of handling, an inner need or conflict. As we have seen in earlier units, personality variables are often considered when trying to account for individual differences--in this case, differences in adopting a prejudiced viewpoint. Given about the same social environment, why do some people become highly prejudiced while others seem relatively free of such attitudes? Check your understanding of this objective by completing the following exercise.

Identify which two of the following patterns would be appropriate to the personality approach to prejudice.

1. Projecting one's own aggressive and sexual impulses by seeing blacks as hostile and immoral
2. Having a tendency to devalue minority group members in order to maintain a "just world"
3. Children reared in a prejudiced environment will adopt attitudes of prejudice
4. Being conservative, enthnocentric, and displacing hostility onto outgroups
5. Considering women as inherently passive, unstable and incapable of logical thought.

CHECK YOUR ANSWER BY TURNING TO THE NEXT PAGE

ANSWER TO EXERCISE FOR OBJECTIVE 16:

Items 1 and 4 indicate a personality approach to prejudice.

OBJECTIVE 17

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 18

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 19

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. It should be apparent from this unit that prejudice is a complex phenomena with multiple causes and wide-ranging effects. One purpose of analyzing and studying prejudice is to provide a basis for reducing or eliminating it. Each cause of prejudice carries the implication of change--we eliminate the cause, if possible, and to that extent we eliminate prejudice.

The column on the left below lists several basic causes of prejudice. Match each of these with the most appropriate method of reducing prejudice in the right-hand column. (Note that a method may be used more than once.)

1. Authoritarianism
2. Realistic group conflict
3. Justification of exploitation
4. Phenomenological approach
5. Socialization to a Prejudiced norm

A. Social and economic reform
B. Teaching awareness of self-fulfilling nature of roles
C. Changing the norms
D. Permissive, non-punitive child-rearing

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 19:

1 with D
2 with A
3 with A
4 with B
5 with D

AFTER STUDYING THE RELEVANT TEXTBOOK AND STUDY GUIDE MATERIAL FOR EACH OBJECTIVE, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS AGAINST THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST. FOR ANY ITEMS ANSWERED INCORRECTLY, CONSULT THE STUDY DIRECTORY FOR SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH ARE RELEVANT TO THE OBJECTIVES ASSESSED BY THOSE TEST ITEMS. DO NOT ATTEMPT THE FORMAL END-OF-UNIT POSTTEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. All of the following are considered to be basic components of attitudes except

   a. Affective component
   b. Organizational component
   c. Behavioral component
   D. Cognitive component

2. In the construction of the Thurstone-type of attitude scale

   a. Items are chosen on the basis of internal consistency--the relationship between response to the item and other items in the scale
   b. The value of an item is determined by a judging procedure of sorting
   c. Only those items which represent extreme positions of pro or anti are used
   d. A strict criterion of unidimensionality is applied to all items

3. The technique of measurement known as the semantic differential

   a. Asks the respondent to choose among five categories of response from strongly approve to strongly disapprove
   b. Asks the respondent to indicate which of several relationships (e.g., close kinship by marriage) he would be willing to engage in with members of a particular group
   c. Asks the respondent to rate a concept on scales involving bipolar adjectives
   d. Involves a behavioral-type measure of attitudes rather than a paper-and-pencil measure

4. In a religious study, attitudes of people were assessed by observing how frequently they attended church and the amount of their contribution to a religious cause. This method of measuring attitudes would be labeled

   a. Behavioroid
   b. Behavioral
   c. Semantic differential
   d. Social distance

5. When a white with strong feelings of inferiority is threatened by the success of any black and develops a strong prejudice against blacks, the attitude could best be understood

   a. As arising from classical conditioning
   b. As a case of inadvertent conditioning
   c. From a functional point of view
   d. Through the process of indirect learning

6. You like your music teacher. Your music teacher dislikes rock-and-roll. This would be an imbalanced attitude system if

   a. You disliked rock-and-roll
   b. You liked rock-and-roll
   c. You liked rock-and-roll and your teacher "saw the light" and began to like rock-and-roll
   d. You came to dislike your music teacher

7. Research on the effect of varying the content of the message has shown that:

   a. Regardless of the type of audience, a communication is more persuasive when conclusions are made explicit
   b. When trying to change an audience that disagrees with your point of view, it is better to use a two-sided argument than to present only one side
   c. When presenting two-sided arguments, those presented last have the greatest persuasive effect
   d. In general, the use of strong fear arousal is not effective

8. Which of the following conclusions concerning the effect of role-playing on attitude change is best supported by the research?

   a. Those who actively participate in presenting a message are more objective and show less change than those who simply hear the message
   b. Role-playing leads to greater attitude change than passive listening only when the issues are of little concern or importance to the subjects
   c. Role-playing is more effective than passive listening in producing attitude change whether the issues are emotionally involving or not
   d. Role-playing is equally effective in producing attitude change whether one is actively playing the role or simply observing someone else playing the role

9. If you happen to be an ardent supporter of the President and you get involved in an argument with someone who is moderately critical of the President, you would tend to interpret that person's position as

   a. More favorable to the President than it actually was
   b. Moderately favorable to the President
   c. Moderately unfavorable to the President
   d. More critical of the President than it actually was

10. Children are more likely to develop internalized controls or restraints when parents use mild rather than severe threats to prevent undesirable behaviors. According to dissonance theory this occurs because

    a. Severe threats cause the child to think twice before committing a forbidden act
    b. Mild threats are more love-oriented and lead the child to identify with the parents
    c. Mild threats provide little external justification, hence the child must provide his own internal reasons
    d. Mild threats create less conflict and the child is more likely to think about the consequences of the behavior

11. According to dissonance theory two cognitive elements are dissonant if

    a. They are irrelevant to one another
    b. Either one would follow from the other
    c. The obverse of (or something discrepant from) one element would follow from the other
    d. There is a relationship of consistency or congruency between the two elements

12. A modification of Festinger's dissonance theory which has been supported in research by Aronson suggests that dissonance is most likely to be aroused when

    a. Two or more cognitions are discrepant
    b. A person's behavior is discrepant with his attitudes
    c. A person's behavior is discrepant with his self-concept
    d. Two attitudes that a person holds are discrepant

13. Stereotypes involve

    a. Tendencies to respond positively or negatively toward members of a group
    b. Tendencies to respond only negatively toward members of a group
    c. Prejudgments which lead one to classify diverse people under a single category
    d. Classifying a group of people who are similar into many categories

14. Research which supports certain elements of the Marxian theory of prejudice has shown that

    a. Slavery in South America did not lead to the systematic prejudice against blacks which developed in the U.S.
    b. People who are downward mobile are often highly prejudiced
    c. Accident or disaster victims are often derogated or blamed for their own misfortune by observers
    d. Children learn prejudice from parents as part of the socialization process

15. Prior to the Civil War, Americans had few negative feelings toward the Chinese, many of whom were laborers building the transcontinental railroad. After the war as jobs became scarce, especially with the influx of returning soldiers, the Chinese were seen as "crafty," "conniving," and "stupid." This illustrates prejudice arising from

    a. Personality factors
    b. Group competition or conflict
    c. Socialization
    d. Phenomenological causes

16. Of the following examples of prejudice which would best be explained as resulting from personality factors?

    a. Middle-class white prejudice toward lower-class blacks
    b. A young child's prejudice toward Chicanos and Mexicans
    c. The aggressive white policeman who sees all blacks as hostile and violence-prone
    d. People who have recently moved to New York City and been in contact with antisemitic individuals became antisemitic themselves

17. That a minority group often accepts the prejudicial stereotypes of the dominant or majority group is best indicated by the finding that:

    a. Black children perform better with black rather than white teachers
    b. Rats considered "dull" by their experimenters performed less well than those considered "bright"
    c. People who are prejudiced devalue and derogate the victims of their prejudice
    d. Women judge articles written by a male as superior to the same articles attributed to a female author

18. Under which of the following conditions of intergroup contact would you expect the least reduction in prejudice?

    a. The groups are involved in cooperative activities to achieve shared goals
    b. The contacts involve situations in which members of one group have higher status
    c. There are opportunities for informal contacts
    d. The conditions of contact are pleasant

19. Which of the following methods of reducing prejudice would best deal with that resulting from realistic group competition?

    a. Social and economic reform
    b. Modifying child-rearing practices
    c. Intergroup contact (under the competitive conditions)
    d. Consciousness raising

CHECK YOUR ANSWERS BY TURNING TO SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. b
2. b
3. c
4. b
5. c
6. b
7. b
8. c
9. d
10. c
11. c
12. c
13. c
14. c
15. b
16. c
17. d
18. b
19. a

DO NOT REQUEST END-OF-UNIT TEST UNTIL YOU CAN ANSWER
ALL ITEMS ON SELF-DIAGNOSTIC TEST

V

INFLUENCING AND HELPING OTHERS

OVERVIEW

This unit deals with two somewhat distinct problems or areas--social influence and altruistic behavior. The first chapter (Chapter 10) presents some of the basic research concerning the ways in which all of us are influenced through our interpersonal and group affiliations. Sherif's work utilizing the autokinetic effect (Objective 1) illustrates, in a concrete and operational manner, how two or more people mutually influence one another in arriving at norms or agreed upon standards, while social comparison theory (Objective 2) provides a framework for understanding this pervasive type of influence. Two important types of conformity pressures are then explained in the work of Asch and Milgram (Objective 3 and 4). None of us is a consistent conformer, however, and the material for Objectives 5 and 6 explores the conditions which promote nonconformity and some of the consequences. Finally some selected techniques of persuasion are reviewed (Objective 7). This material on social influence represents an area of long-standing interest in social psychology and several of the studies are considered classics in the field. You should pay particular attention to the work of Sherif, Asch and Milgram, since these are reference experiments which relate to a wide range of problems and issues not only in psychology but other social sciences as well. These are names you will encounter in other courses you might take and even in popular writing on social science topics. This section on social influence also provides basic concepts which will be useful in your study of Unit VI on groups and organizations.

The second and final chapter of this unit (Chapter 12) takes up an area of very recent interest in the field. The term "prosocial behavior" covers a wide range of phenomena concerned with behavior which appears selfless or altruistically motivated. The material begins (Objective 8) with a definition of the area and some factors in its current popularity, both in the field and more generally in American society, followed by a consideration of whether altruism can be taught by parents and other models (Objective 8). The case of the apathetic bystander in emergency situations has been frequently discussed in the mass media. Contrary to popular opinion, research has shown this to be a complex issue with multiple determinants (Objective 10). The discussion of this is completed with a review of internal states, personality factors (Objectives 11 and 12), and a survey of the effects of altruistic behavior on both the benefactor and beneficiary (Objectives 13 and 14).

PERFORMANCE OBJECTIVES

1. Identify characteristics of Sherif's autokinetic study and its significance in research on norms.
2. Given statements relative to social comparison theory, identify the conditions of the theory and the range of phenomena to which it applies.
3. Identify results and significance of Asch-type conformity research.
4. Distinguish between conditions which in the Milgram research appear to increase or decrease obedience levels.
5. Differentiate patterns of group response to deviation from its norms.
6. Identify and interpret conditions and/or processes which produce resistance to social influence.
7. Given statements dealing with methods of persuasion, interpret their effectiveness and/or the processes involved in the persuasion.
8. Identify what is meant by "prosocial behavior" and/or factors to which its current emphasis in social psychology can be attributed.
9. Given statements concerning the relationship between modeling and prosocial behavior, correctly identify research results.
10. Identify conditions which either encourage or inhibit bystanders to intervene in an emergency.
11. Given descriptions of appropriate research, identify the effects of internal psychological states on prosocial behavior.
12. Interpret results of research relating personality characteristics to helping behavior.
13. Identify conditions affecting the norm of reciprocity as it operates in prosocial behavior.
14. Identify conditions which result in either failure to help those in need or create resentment or negative feelings in the recipient of help.

PRETEST

1. The autokinetic phenomenon used by Sherif in his research of norms involved

   a. A moving light which subjects saw as stationary
   b. A series of lights which appear to move varying distances
   c. A stationary point of light which appears to move
   d. A line which appears to move with three other lines

2. Social comparison theory was developed to account for

   a. The organization of societies and large groups
   b. Attitude change as a function of the mass media
   c. Pressures toward uniformity of opinion in groups
   d. Personality factors in prejudice

3. The purpose of the Asch conformity studies was to determine the effect of

   a. The opinion of an influential person on the opinions of a group
   b. The influence of group opinion on that of an individual
   c. Ambiguous tasks in the area of perceptual research
   d. None of the above

4. In the research on obedience, the situation which resulted in the lowest level of obedience involved

   a. Conducting the experiment in a rundown office building
   b. The experimenter giving instructions to the subject over the phone from another room
   c. The experimenter being seated close to the subject
   d. The person receiving the shock being in another room unseen by the subject

5. Research on the pattern of a cohesive group's re-response to a deviant has shown that

    a. The deviant is first given the "silent treatment" and then rejected
    b. The deviant is generally accepted and given a special role of group "kook"
    c. Communication at first increases to the deviant but then falls when he fails to change
    d. Communication to the deviant gradually increases for as long as the deviation exists

6. Which of the following factors or conditions would least likely increase one's resistance to influence?

    a. Having the social support of at least one other person
    b. Holding beliefs that have never been challenged
    c. Reactance
    d. Membership or association with several groups

7. A person is most likely to be influenced by another when

    a. He has been forced to observe the other being hurt
    b. The other has been responsible for the person's suffering
    c. The person was responsible for hurting the other
    d. The person feels sympathetic for the other's suffering

8. The term "prosocial" is most similar to which of the following?

    a. Positive reactions to others
    b. Altruism
    c. Social facilitation
    d. Social exchange

9. When parents verbally endorse altruistic behavior without behaving altruistically, the child will

   a. Be unaffected by the verbalization
   b. Behave altruistically when around his parents but not otherwise
   c. Become cynical over the hypocrisy of the parents
   d. Verbally support altruistic behavior but not behave altruistically

10. Which of the following appears least likely as an explanation for why people fail to intervene in emergencies?

   a. They do not perceive or interpret the situation as an emergency
   b. The responsibility for action is diffused among several bystanders
   c. They are apathetic and unconcerned
   d. They fear behaving inappropriately

11. In prosocial research, subjects guilty of hurting another person

   a. Were more likely than nonguilty subjects to help that person
   b. Were much less likely than nonguilty subjects to help that person
   c. Were more willing than the nonguilty subjects to help that person when they could avoid face-to-face encounters
   d. Were more willing than the nonguilty subjects to help that person when it involved a face-to-face encounter

12. In the study relating helping behavior to various personality measures

   a. The trait of nurturance was related to willingness to help counsel high school students
   b. Females were found to be more helpful than males
   c. Males were found to be more helpful than females
   d. Personality seemed to show no relationship to helping behavior

13. When you leave home for college, several relatives send you gifts to help with your first year's expenses. Based on the reciprocity research, which of the following gifts would result in the strongest tendency to reciprocate the favor?

    a. A favorite uncle who is wealthy sends you $100
    b. Your grandparents, of moderate means, send you $100
    c. An aunt, living entirely on her social security, sends you $100
    d. The research indicates that all of the above would result in equal tendencies to reciprocate

14. Which of the following conditions would most likely lead one to avoid helping a person in need?

    a. One is constantly reminded of the person's need
    b. The tendency to perceive the world as a just and equitable place
    c. There are no readily available means to help the person
    d. All of the above
    e. None of the above

CHECK YOUR ANSWERS BY TURNING TO PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. c
2. c
3. b
4. b
5. c
6. b
7. c
8. b
9. d
10. c
11. c
12. a
13. c
14. d

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974, Chapters 10 and 12

Objective and Test Item No.	Textbook Page(s)	Study Guide Page(s)
1	321-323	192 B[1]
2	323-324	193 A[2]
3	324-328	194 B
4	328-331	194 B
5	331-336	195-196 B
6	336-339	196-199 A
7	339-344	200-201 A
8	377-381	202 B
9	381-385	203 A
10	385-393	204 A
11	393-399	205 A
12	394-395 (Box)	206
13	399-401	206-207 A
14	401-406	None

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[1] Denotes supplemental material to be read before reading any of the textbook material for the objectives.

[2] Denotes supplemental material to be read after reading all the textbook material for the objectives.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. These materials are of two different types. The first type is designed to serve as an introduction to textbook material and therefore should be read prior to the textbook material for an objective (or objectives). The second type is designed to be read after textbook sections relevant to an objective have been studied. Directions as to whether supplemental materials should be studied before or after the textbook are in upper case type at the beginning of the Supplemental Materials.

OBJECTIVE 1

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The term autokinetic literally means "self-moving," but this is not very helpful in understanding the phenomena or its research use by Sherif. A tiny point of light in a totally dark room appears to move as we stare at it, and it seems to move even when we know the light is stationary. Since people vary considerably in the amount of movement they perceive, Sherif found this an excellent situation for studying social influence and the development of norms. Somewhat like the social environment which challenges us to find meaning as individuals and groups, the autokinetic situation is ambiguous--there are no simple or absolute answers. This ambiguity provides the impetus for structure, for creating a norm or standard. Sherif was able to demonstrate how much we rely on each other, albeit unconsciously, in setting norms and establishing social reality.

OBJECTIVE 2

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. After reading the material for this objective see if you can identify the two statements among the following which are concerned with social comparison theory.

1. People have a need to achieve balance or consistency between their cognitions
2. People have a need to check on the correctness of their opinions
3. People resist social influence when it restricts their freedom
4. Credibility of a communicator is more important in the short run than in the long run
5. There exists in groups a pressure toward uniformity of opinion

ANSWER TO THE ABOVE EXERCISE:

Statements "2" and "5" deal with social comparison theory.

OBJECTIVES 3 AND 4

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. No supplemental materials are provided except to remind you to take note of the methods employed in these studies. Both experiments are well known and frequently cited in social science literature. Both have stimulated a great deal of additional research.

OBJECTIVE 5

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Since the Schachter experiment provides basic data for understanding deviant behavior in a group, some additional background may be helpful before you read the textbook material. Discussion groups were organized and given a a case study dealing with a delinquent child--Johnny Rocco. The case gave a history of Johnny and ended as he was awaiting sentence for a minor crime. The groups were asked to discuss and decide the question, "What should be done with this kid?" The discussion of how Johnny should be treated was oriented along a continuum from giving him all-love to all-punishment. Since the real group members (experimental subjects) generally took a love-oriented position, the confederate deviant always took the strong punishment side. Another confederate of the experimenter started out taking the strong punishment position but gradually shifted to the group norm. It was in this context that Schachter was able to observe the group response to one who deviates from the norm. It should also be noted, as mentioned in the text, that the group pattern was most apparent or strongest in cohesive groups.

After reading the text material on deviance, indicate which statements are incorrect statements regarding the group response to a deviant.

1. A deviant is always ignored
2. A deviant receives a lot of attention at first
3. A deviant who changes to the group norm is generally liked
4. Deviants are usually well liked despite their lack of agreement
5. Deviants may be expelled from the group, psychologically at least

ANSWER TO EXERCISE ON THE PRECEDING PAGE:

Statements 1 and 4 are incorrect.

OBJECTIVE 6

THE FOLLOWING EXERCISE SHOULD BE COMPLETED AFTER TEXTBOOK MATERIAL IS READ. This objective deals with several important factors which create or support individual resistance to social influence. After studying the material check your understanding by answering questions 1-3 on the following three pages. Use the space following each question to write your answer.

1. How does the availability of many different groups promote resistance to influence?

QUESTIONS CONTINUED ON NEXT PAGE

2. According to reactance theory how would an audience likely respond to a speaker who begins by saying that he will convince them that they should adopt his position?

QUESTIONS CONTINUED ON NEXT PAGE

3. According to the inoculation principle, what would be the most effective way for parents to build resistance to drug use in children?

CHECK YOUR ANSWERS BY TURNING TO THE NEXT PAGE

ANSWERS TO EXERCISE 1-3 ON THE PRECEDING PAGES:

1. Assuming that people seek to compare their opinions with others and require social support for their beliefs, having many possible alternatives for such comparisons and support means that people are more likely to find congenial groups whatever their views. A person could, in this situation, always leave a group whose influence is disagreeable and seek a more compatible one.

2. According to reactance theory, this approach would be seen by the audience as depriving them of the freedom to make up their own minds, hence they should resist accepting the speaker's point of view. This could take different forms, such as moving in the opposite direction from the speaker, holding defiantly to their positions, etc.

3. In McGuire's approach a refutational defense provides the best inoculation. This would involve attacking the antidrug position followed by counter-arguments which would, in effect, reinforce the original antidrug view. Presumably, attacking the antidrug position would stimulate thinking about this position.

OBJECTIVE 7

THE FOLLOWING EXERCISES SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE HAVE BEEN READ. Three different methods or processes of influence are discussed in the materials for this objective. Check your understanding of these methods by listing them in the following space.

ANSWERS TO ABOVE EXERCISE:

The three processes of influence are: (1) expression of confidence, (2) getting compliance with a small request, (3) arousal of guilt.

Apply the three processes listed on the preceding page to the following statements, and indicate which are correct applications of the processes.

1. Ann was responsible for doing something which hurt Ellen. Afterward, Ann would be susceptible to Ellen's influence.
2. Ann sees Ellen injured in an accident and feels sorry for her. Afterward, Ann would be susceptible to Ellen's influence.
3. Bill tries to convince Tom of his views on world government. Bill sounds very confident of his position and grows more confident as he argues. Tom is likely to be convinced.
4. Bill tries to convince Tom of his views on abortion. Bill sounds very confident at first, but later in the argument expresses some doubt about his position. Tom is likely to be convinced
5. Jim convinces Ed that he should contribute to a disaster-relief fund. Later he persuades Ed to take a displaced family into his home for one year.

ANSWERS TO THE ABOVE EXERCISES:

The correct applications are statements "1," "4," and "5."

OBJECTIVE 8

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. In reading for this objective pay particular attention to the three aspects or characteristics which define pro-social behavior and the two types of factors which may account for its present popularity.

OBJECTIVE 9

THE FOLLOWING EXERCISES SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE HAVE BEEN READ. From the research on modeling and altruistic behavior indicate which of the following conclusions are supported by the evidence and which are not supported.

1. Altruistic behavior of parents has little effect on their children.
2. What a model says has more influence than what he actually does.
3. Children will actually behave more altruistically if their parents also behave altruistically.
4. Parents who verbally support altruism but behaviorally do not, tend to have children who are extremely altruistic in their behavior.
5. Similarity between a model and an observer seems to favor more altruistic behavior than dissimilarity.

ANSWER TO THE ABOVE EXERCISE:

Statements "3" and "5" are supported; "1," "2," and "4" are not supported.

OBJECTIVE 10

THE FOLLOWING EXERCISES SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE HAS BEEN READ. The text explores the complexity of helping behavior in emergencies and the many conditions which influence it. After studying the material, look over the factors or conditions listed below and indicate for each whether it would encourage or inhibit intervention in an emergency.

1. A bystander is alone ; no other people are around.

   _____ encourage   _____ inhibit

2. Responsibility is diffused over several bystanders.

   _____ encourage   _____ inhibit

3. The situation is ambiguous and bystanders appear noncommital.

   _____ encourage   _____ inhibit

ANSWERS TO THE ABOVE EXERCISES:

1. Encourage
2. Inhibit
3. Inhibit

OBJECTIVE 11

THE FOLLOWING EXERCISES TO BE COMPLETED AFTER THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE HAS BEEN READ. This objective deals with the effect of subjective states such as moods or feelings on altruistic behavior. The experience of success, simple positive or negative feelings, the deeper sense of guilt or sympathy--these are the subjective states explored in the research. After considering the findings in this area look at the pairs of conditions presented below. For each pair, select the condition which would result in the more altruistic response--circle the one which would lead to the stronger helping behavior.

1. (A) Learning that one has performed well on a test (B) Learning that one has performed poorly on a test

2. (A) Learning that one has performed poorly on a test (B) Not knowing how one performed on a test

3. (A) Being in a bad mood or having sad, negative feelings (B) Being in a neutral mood--neither happy nor sad

4. (A) Having hurt someone you don't know and then having to meet them (B) Having hurt someone you don't know and not having to meet them

5. (A) Having been observed in hurting someone (B) Not having been observed in hurting someone

ANSWERS TO THE ABOVE EXERCISES:

1. A; 2. No difference; 3. B; 4. B; 5. No difference.

OBJECTIVE 12

Note that the reading for this objective is contained in the box on pages 394-395.

OBJECTIVE 13

THE FOLLOWING EXERCISES SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE HAS BEEN READ. After reading the text on this objective the following questions may be helpful in checking your understanding of reciprocity. Check your answers by turning to the following page.

1. Which of these statements best indicates what is meant by the reciprocity norm?

    a. He who does harm to another should make up for this with a positive act.

    b. He who receives help from another should give help in return.

    c. Help should be proportional to need; he who has the greatest need should receive the most help.

2. Under which of the following conditions would reciprocity be least likely?

    a. A person does you a favor at great sacrifice to himself.

    b. A person does you a favor with "no strings attached."

    c. A person does you a favor because the situation requires it.

ANSWERS TO EXERCISES ON PRECEDING PAGE.

The answer to Question 1 is "B," to Question 2 the answer is "C."

OBJECTIVE 14

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

AFTER STUDYING THE RELEVANT TEXTBOOK AND STUDY GUIDE MATERIAL FOR EACH OBJECTIVE, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS AGAINST THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST FOR ANY ITEMS ANSWERED INCORRECTLY. CONSULT THE STUDY DIRECTORY FOR SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH ARE RELEVANT TO THE OBJECTIVES ASSESSED BY THOSE TEST ITEMS. DO NOT ATTEMPT THE FORMAL END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. In the Sherif research with the autokinetic phenomenon, when subjects made judgments in a group after first judging alone

    a. They retained their original estimates
    b. They became less certain of their judgments
    c. Their judgments became more variable and unstable
    d. Their judgments converged toward a common value

2. According to social comparison theory, in attempting to evaluate our opinions we are most likely to compare ourselves with

    a. Those we consider superior and hence good models
    b. People who hold quite different attitudes and challenge us
    c. People we consider inferior who thus make us seem good by comparison
    d. People who are similar

3. In the classic Asch studies in which a single subject was faced with a unanimous majority, conformity occurred

    a. Nearly 100% of the time
    b. About one-third of the time
    c. Only when the stimulus being judged was ambiguous
    d. Less than one percent of the time

4. In the basic, or initial, study dealing with obedience, Milgram found that

    a. About 10% followed the experimenter's orders until the end
    b. Fewer than one percent followed the experimenter's orders until the end
    c. About 65% followed the experimenter's orders until the end
    d. Only those subjects with strong needs for approval followed orders until the end

5. In a cohesive group a deviant who refuses to change

    a. Is liked more than a deviant who gradually comes to agree with the group
    b. Tends to be ignored but still liked by the group
    c. Is disliked and psychologically expelled from the group
    d. Is treated the same as the deviant who gradually changes to the group point of view

6. According to the theory of reactance, laws or edicts which prohibit smoking in public places are likely to cause confirmed smokers to

    a. Give up smoking in disgust over the restrictions
    b. Want to smoke even more in such places
    c. Want to smoke less than usual under these conditions
    d. React against the law but not change their smoking behavior

7. One is most likely to comply with a request when

    a. The person making the request has been extremely confident and demanding
    b. He has already complied with a smaller request
    c. He has previously turned down another request from the same person
    d. He feels sympathetic toward the person making the request

8. Which of the following would be generally viewed as a characteristic of prosocial behavior?

   a. It is not voluntary but rather results from social pressure in the situation
   b. It does not serve any ulterior personal motive but is an end in itself
   c. It always involves considerable sacrifice
   d. It is always directed toward those of lower status

9. Research with college students has shown that altruism was most consistently related to

   a. A strong religious background
   b. The amount of reinforcement actually received for altruistic behavior
   c. The degree to which parents engaged in altruistic behavior
   d. How liberal politically the student was

10. Under which of the following conditions were subjects most helpful or most likely to intervene in emergency situations?

    a. When subjects were alone
    b. When subjects were with a friend
    c. When subjects were with a stranger
    d. When there were groups of four subjects together

11. One who has observed an injustice is most likely to come to the victim's aid if

    a. The observer has strong nurturant needs
    b. The person who caused the injustice refused to help or apologize
    c. The guilty person also offers assistance
    d. The guilty person was someone with whom the observer could identify

12. Research on the traits or personality characteristics of helpful-type persons has found that

    a. Helping types show high self-esteem
    b. Helping types are generally somewhat authoritarian
    c. Females tend to give more help than males
    d. Female and male helpers, if they exist, must have quite different personalities.

13. On a particular day you received four favors from four different people. Person A, an elderly man, helps you push your car out of a snowbank; person B, who has ignored you for years, gives you some much-needed help in a difficult physics course; person C lends you $10 and asks you to join a discussion group he is forming; person D, a close friend, lends you a textbook to study when you find you have lost yours. According to the reciprocity research, you would feel least like returning the favor to

    a. Person A
    b. Person B
    c. Person C
    d. Person D

14. People on welfare would be more likely to react positively or feel a sense of gratitude for their assistance if

    a. The amount they received were less than it is
    b. They were made to feel more dependent on the welfare system for their existence
    c. The program provided methods for earning their assistance
    d. They were expected to vote for and support certain candidates and programs

CHECK YOUR ANSWERS BY TURNING TO SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. d
2. d
3. b
4. c
5. c
6. b
7. b
8. b
9. c
10. a
11. b
12. d
13. c
14. c

DO NOT REQUEST END-OF-UNIT TEST UNTIL YOU CAN
ANSWER ALL ITEMS ON SELF-DIAGNOSTIC TEST

VI

GROUPS
AND
ORGANIZATIONS

OVERVIEW

This unit considers some basic properties of what are probably the strongest influences on our lives and behavior--groups and organizations. Since groups begin with two or more people and organizations include vast bureaucracies and collections of groups, much of social psychology could be included within this area. Next to attitudes the group dynamics area has probably been most popular among social psychologists over the past half century. Much of the material in this unit should be of practical value in understanding and modifying the social forces which shape our behavior.

The first two chapters (Chapters 14 and 15) focus on the characteristics and dynamics of groups. In order to organize and provide a framework for this material, we offer a set of five propositions about groups. Each proposition relates to one or more objectives, and all of them together cover the major themes of the material. We have also found that keeping these propositions in mind as you participate in groups can help in understanding the process taking place and in improving group functioning.

1. Groups are more than collections of individuals. (Objective 1) This covers the meaning of "group" and also suggests that the interdependence of people in interaction produces new elements and relationships which are more than the sum of the individual characteristics involved.

2. Groups provide satisfaction of basic needs. (Objective 2) The social nature of humans is assumed, and the reasons for affiliating with others and joining groups are considered.

3. Groups develop norms which influence the behavior of members. (Objectives 3 and 4) Awareness of the norms is an important step toward understanding our own group behavior and being able to do something about it. The nature of norms and their consequences in membership and reference groups are included in these objectives.

4. Groups develop structures--various ways in which members are differentiated from one another. (Objectives 5, 6, 10, 12, 13) Much of our behavior in groups is influenced by our position or role. We often tend to get locked into a particular structure. These five objectives take up the meaning of structure and consider several important types of structure which develop in a group.

5. Cohesiveness is a variable property of groups with important consequences. (Objectives 7 and 14) Feelings about each other and the group as a whole result in a quality of cohesiveness with broad influence on the functioning of the group. The objectives are concerned with the meaning of cohesiveness, factors which influence it, and its consequences. Since high and low cohesiveness have both positive and negative effects on the group, awareness of this factor can be critically important.

In addition to the basic processes covered in the propositions, the group chapters also review several other important areas of research. Sherif's famous summer camp study (Objective 8) and the major conflict models (Objective 16) point up some of the issues and answers to intergroup relations. The popular encounter group movement and the role of the intensive group are assessed (Objective 9), and finally some recent work on the riskiness of group decisions is discussed (Objective 15).

The third chapter (Chapter 16) moves from the group to the organizational level. The increasing influence of the complex organization in Western societies has led to much critical analysis and research on its role and internal dynamics. This section examines some of the major trends in organizational research and management. Beginning with the well-known Hawthorne Studies, traditional views of management have been questioned, and the human relations approach has had considerable impact on industrial organization (Objectives 17 and 18). Maslow's views on higher-order needs and self-actualization have also reinforced the human-relations orientation in recent years (Objective 20) and provided additional ammunition for its proponents. Katz and Kahn have extended and developed some of these ideas to better handle the complexity of the modern organization (Objective 19). The effect of different leadership styles at the group level was considered earlier in the unit. Here the same variable is applied to organizational settings (Objective 21) with a summary of Lewin's classical experiment on democratic, authoritarian and laisse-faire leadership. As research on the organization has grown, the knowledge obtained has led to some promising methods for introducing change and increasing its effectiveness. Two well-known approaches to organizational development are discussed in this context (Objective 22). Despite the attempts to promote better organizations, many critics are questioning the basic values and structures of contemporary organizations. Some see revolution, not evolution, as the only effective response to the dehumanization of an institutionalized society. The unit ends with a summary of the views of Ivan Illich on the inadequacies of our present system (Objective 23).

PERFORMANCE OBJECTIVES

1. Distinguish between those characteristics which separate groups (informal as well as formal) from aggregates.

2. Identify basic needs involved in affiliation with others or interpret research relevant to these needs.

3. Identify characteristics of group norms, consequences, or factors involved in their development.

4. Distinguish between reference and membership groups and the effect of each on behavior.

5. Differentiate among aspects of a group which comprise its structure or identify conditions which influence this structure.

6. Distinguish among various approaches to leadership or identify related research findings.

7. Identify characteristics of cohesive groups or conditions which foster cohesiveness.

8. Given instances of research on intergroup conflict, interpret causes or consequences.

9. Identify common features of various types of intensive groups, the nature of the learning in such groups, and the effect of leader style.

10. Distinguish among types of tasks, and the relationship between task, size of group, and group effectiveness.

11. Given instances or conditions involving performance in the presence of others, distinguish between those producing social facilitation and those producing social interference.

12. Interpret the effects of the following leadership styles on group performance: authoritarian vs. democratic and task-oriented vs relationship-oriented.

13. Distinguish between types of structure, such as formal-informal or centralized-decentralized, and the effects on group performance.

14. Identify conditions conducive to "groupthink" and the symptoms which characterize it.

15. Distinguish between risky and cautious shifts and differentiate among the various explanations of the phenomena.

16. Identify basic assumptions on disadvantages of three conflict models: aggressor-defender; conflict-spiral; and structural change.

17. Contrast scientific management and human relations approaches to organizations.

18. Identify research findings or implications of the Hawthorne Studies.

19. Distinguish among the four dimensions of the work situation in the Katz and Kahn model and the relationships between dimensions at each level.

20. Identify components of Maslow's need hierarchy or interpret its application to relevant research.

21. Utilizing the relevant research, distinguish among characteristics or consequences of the various leadership styles.

22. Identify or contrast major characteristics or purposes of the managerial grid and contingency management approaches to organizational development.

23. Identify elements of Illich's basic criticisms of contemporary organizations (institutions) or his prescription for change.

PRETEST

1. All of the following characteristics distinguish a group from an aggregate or random collection of people except:

    a. The behavior of each person influences the others
    b. There are formal structures and norms
    c. There is interaction between the people involved
    d. The people involved are aware of the group's existence

2. You sometimes feel that your life could be more fulfilling. You join an encounter group to see how other people feel about this. In this example your group affiliation would be a response to the need for

    a. Cognitive clarity in a confusing situation
    b. Social comparison to define personal reality
    c. Reducing anxiety in a fearful situation
    d. Close relationships resulting from loneliness

3. Which of the following is not characteristic of group norms?

    a. Norms may be implicit or explicit
    b. Norms may involve expected behavior
    c. Norms are present only in formal groups
    d. Norms exert a degree of control over the behavior of group members

4. Reference groups differ from membership groups in that

    a. Reference group norms affect our behavior while membership group norms do not
    b. One is more likely to deviate from reference group norms than from membership group norms
    c. One may or may not be a member of a reference group
    d. Reference groups are more accepting of deviation than membership groups

5. A group's structure consists of

   a. The positions people occupy within the group, such as deviant or scapegoat
   b. The pattern of relationships between members
   c. The ranking of members on such dimensions as power or status
   d. All of the above

6. Which of the following statements best represents the structural approach to leadership?

   a. Leaders are people with certain traits or personality characteristics
   b. Some people are born leaders while others are born followers
   c. Leadership involves certain roles which may be filled by any group member
   d. Leadership involves a complex interaction between leader, followers, and the situation

7. Members of highly cohesive groups are not

   a. Highly attracted to one another
   b. Likely to interact a great deal with one another
   c. Likely to allow a great deal of deviation from group norms
   d. Highly satisfied with the group

8. Experimentation with groups in a boy's summer camp, described in the text, showed that intergroup conflict was most effectively reduced by

   a. Joint experiences in pleasant activities such as a party
   b. Working toward a common goal requiring cooperation
   c. Arranging competitive sports to work off aggressive feelings
   d. Appealing to members about the desirability of cooperation

9. Which of the following would not be one of the features common to most intensive groups?

   a. Interpersonal relationships of short duration
   b. Confrontation between members
   c. A norm of openness
   d. Giving of feedback

10. A task which has several possible solutions rather than a specific correct answer is referred to as

   a. A determinate task
   b. One involving a problem-solving situation
   c. An indeterminate task
   d. A multiple-stage task

11. Three roommates who have found repeatedly that they can prepare more effectively for exams when they study together rather than working alone is an example of the effects of

   a. Social interference
   b. Social facilitation
   c. An audience on performance
   d. An indeterminate task on performance

12. Research on leadership styles has found that the task-oriented leader

   a. Is likely to spend too much time on interpersonal problems in the group
   b. Is likely to be effective when the group situation is either very favorable or very unfavorable from the leaders point of view
   c. Is always more effective than a relationship-oriented leader
   d. Is likely to be most effective when the group situation is moderately structured and relations between the leader and members are only fair

13. When a group or organization clearly specifies each person's role, the status levels involved and who reports to whom, it is said to have

    a. A table of organization
    b. An authoritarian leadership pattern
    c. A formal structure
    d. A communication net

14. When a highly cohesive, decision-making group becomes focused on maintaining esprit-de-corps and consensus to the extent that critical considerations and rationality are downgraded, we have an instance of:

    a. The risky shift
    b. Groupthink
    c. The pattern of invulnerability
    d. The collective mind

15. Assume that during the Vietnam war the President's inner circle of decision-makers were polled individually about bombing the major cities in the North. On the average they felt that if the chances were greater than five out of ten that China would enter the war then we should not bomb the cities. If later these same officials met to arrive at a group decision, which of the following outcomes would involve a risky shift?

    a. The group decides that if the risk of bringing China into the war were greater than three out of ten we should not bomb
    b. The group decides that if the risk of bringing China into the war were greater than seven out of ten we should not bomb
    c. The group decides that if the risk of bringing China into the war were greater than one out of ten we should not bomb
    d. The group decides that if there were any chance at all of China entering the war we should not bomb

16. The conflict model which assigns no specific beginning point but rather traces events back to preconflict exchanges between the parties is the

    a. Aggressor-defender model
    b. Structural-change model
    c. Conflict-spiral model
    d. Asymmetrical model

17. Which of the following was not a characteristic of the scientific management approach to organizations?

    a. Concern with maximizing efficiency
    b. Attention to informal organization
    c. Time-and-motion study
    d. Piecework incentive systems

18. The famous Hawthorne Studies laid the groundwork for which emphasis in organizational psychology?

    a. The human relations approach
    b. The self-actualization approach to worker needs
    c. Scientific management
    d. The formal organizational structure approach

19. The Katz and Kahn model indicates that the best procedure for increasing worker productivity and satisfaction is to

    a. Encourage maximum involvement with the job and the organization as a whole
    b. Create a uniform incentive system for all workers
    c. Match types of incentives to types or levels of jobs
    d. Increase satisfaction in any way possible and hope that it will contribute to productivity

20. Abraham Maslow's view that man lives by bread alone when there is no bread means that

    a. Basic needs such as hunger and thirst are the principle motivators of human behavior
    b. All human motivation ultimately goes back to the basic deficiency needs
    c. Until basic deficiency needs are met, other kinds of motivation are not important
    d. Growth needs and self-actualization are major concerns even while deficiency needs are unsatisfied

21. In the classic research on leadership, a style which emphasized almost total freedom for the individual and a passive or nondirective leader was the

    a. Democratic style
    b. Laissez-faire style
    c. Autocratic style
    d. Organic style

22. The purpose of Blake and Mouton's managerial grid is to

    a. Improve cost-efficiency analysis
    b. Help managers understand the workings of their organizations by mapping its concern for production against its concern for people
    c. Help managers analyze the effectiveness of their techniques of production
    d. Help managers identify the managerial techniques that will be most effective in specific situations with specific types of groups

23. According to Illich a basic characteristic of a manipulative institution is

    a. High differentiation within the subgroups
    b. The necessity to create artificial needs then served by the institution
    c. High level of integration between parts of the system
    d. The control of a resource which everyone wants and uses

CHECK ANSWERS BY TURNING TO PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. b
2. b
3. c
4. c
5. d
6. c
7. c
8. b
9. b
10. c
11. b
12. b
13. c
14. b
15. b
16. c
17. b
18. a
19. c
20. c
21. b
22. b
23. b

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. Del Mar (California): CRM Books, 1974. Chapters 14, 15, and 16.

Objective and Test Item No.	Textbook Page(s)	Study Guide Page (s)	
1	454-455	228-229	A[1]
2	455-458	229-230	A
3	458-461	230-231	A
4	461-462	230-231	A
5	462-466	232	B[2]
6	466-471	233-234	A
7	471-477	235-236	B
8	477-480	None	
9	480-486	None	
10	490-494	237-238	B
11	494-496	239	A
12	499-501	240-242	A
13	501-503	242	B
14	503-506	None	
15	506-509	243-244	A
16	513-518	245	A
17	530-532	246-247	A
18	531-532	247	A
19	533-535	248-249	A
20	535-537	249-250	A
21	540-543	251	A
22	549-556	252-253	B
23	556-561	None	

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[1] Denotes supplemental material to be read after reading all textbook material for this objective.

[2] Denotes supplemental material to be read before reading any of the textbook material for this objective.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. These materials are of two different types. The first type is designed to serve as an introduction to textbook material and therefore should be read *prior* to the textbook material for an objective (or objectives). The second type is designed to be read *after* textbook sections relevant to an objective have been studied. Directions as to whether supplemental materials should be studied before or after the textbook, are in upper case type at the beginning of the Supplemental Materials.

OBJECTIVE 1

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. As indicated in the introduction to this unit, groups are not simply collections of people who happen to be in the same place. The formation of a group involves certain processes and influences which are described by the term *interdependence*. In a group, members interact and influence one another--each person's behavior is affected by the behavior of others. The following terms are important in understanding the nature of groups: group, aggregate, interdependence, formal, informal. Using these, fill in the appropriate term in the blanks.

1. When the behavior of each person influences the others we have a condition known as ________________________.
2. When several people are standing on a corner waiting for a bus but not responding to one another we have a(n) ______________________.
3. When a group has a great deal of structure it is known as a(n) __________________ group.
4. Interdependence and perceiving each other as members are characteristics of a(n) __________.

CHECK YOUR ANSWERS BY TURNING TO THE TOP OF THE FOLLOWING PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 1:

1. Interdependence
2. Aggregate
3. Formal
4. Group

OBJECTIVE 2

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. There are no doubt many reasons why people choose to join groups or affiliate with others. The text emphasizes three types of needs--social comparison, cognitive clarity, and fear or anxiety. Note how these differ. Which of these needs is involved in each of the following situations. Check your answers by turning to the top of the following page.

1. Which of these needs is involved when someone joins a group to find out what transcendental meditation is all about? ______________________

2. Which need is involved when someone joins a group to find out how others perceive him?

   ____

3. What seem to be the most important factors in seeking out others when a frightening situation is encountered?

ANSWERS TO THE EXERCISE FOR OBJECTIVE 2:

1. Cognitive clarity
2. Need for social comparison
3. Involves social comparison and reducing fear through social support

OBJECTIVES 3 AND 4

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Probably the most important things to look for to understand the dynamics of any group are its norms. Norms involve the agreed upon standards or ways of behaving and thinking which are more or less binding on members. They represent the rules of the group game. In Unit V, the Sherif study, with the autokinetic effect, illustrated the rather subtle way in which people influence each other in establishing norms. For most groups, norms are the badge of membership--those who live by the norms are respected as members in good standing; while those who violate the norms may be ignored or even rejected. The Schachter study in Unit V provided experimental evidence of how deviants are dealt with by a group. The nature of group norms also provides us with a key to understanding individual and social change. Social psychologists (Kurt Lewin, for example) have found that it is often easier to change attitudes by dealing with people in groups than by dealing with individuals. There are two reasons for this. First, many of our attitudes develop because of the norms of the groups to which we belong. The group provides powerful support for these attitudes and we are unlikely to change them as long as we value the group. Prejudice often operates this way. Second, if group norms can be changed, then all those who value the group may be expected to change individually in line with these new norms. These same factors may, under other conditions, operate in reverse to provide resistance to change.

Witness the strong resistance to busing to achieve racial integration which has developed as antibusing groups have organized around the country. Note, too, in the Bennington study how knowing reference group norms helped to understand why some girls became liberal while others remained conservative.

In this connection, how would you answer the following?

In Newcomb's Bennington study, the girls who were most influenced by the liberal norms of the college

1. Accepted the college as a membership group but not as a reference group
2. Adopted the college both as a membership group and a reference group
3. Maintained close ties with their families and home communities
4. Were the campus deviants

ANSWER TO ABOVE EXERCISE: "2"

OBJECTIVE 5

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The term "group structure" sounds forbidding and a bit academic. Actually it refers to something we all recognize without using the label. The dictionary defines structure as "something made up of interdependent parts in a definite pattern of organization" (Webster's New Collegiate Dictionary. Springfield, Mass.: G. and C. Merriam Co., 1973.) Any group which exists for a period of time develops structure. As people interact, they become differentiated in various ways. Everyone does not behave in the same way. People take different roles, perform different functions, are perceived and responded to in different ways. Whenever the differentiation takes on some degree of stability we describe the group as having structure. Social psychologists are not yet certain just how many important types of structures exist in groups, but, as the text points out, there are undoubtedly quite a few. Several objectives in this unit deal with various kinds of structure; for example, the next objective is concerned with leadership structure.

OBJECTIVE 6

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective asks you, in part, to distinguish between several approaches to leadership. The text takes up three ways in which social psychologists have look at the issue. Before going on, see if you can indicate these three approaches. If you had difficulty doing this, the material below may be helpful.

Most of the early work tried to find the qualities or personality traits which were characteristic of all leaders as opposed to nonleaders or followers. The assumption was made that leaders are somehow different from other group members, and the basic problem is to discover how they are different. This "trait approach" was not particularly fruitful. There were few, if any, characteristics which were consistently true of leaders. This research pointed to the importance of the situation. Who becomes a leader is not so much a function of personality as it is the nature of the situation which faces the group. Different abilities and traits will be needed depending on the nature of the group and its goals or tasks.

From this insight a second view emerged--what the text calls the "structural approach." Instead of focusing on the individual leader the emphasis shifted to leadership behavior which varied with the situation and might be performed by any member of the group. The situation or group structure became the key to understanding leadership. Although this approach has led to some important findings, it has been criticized by a number of social psychologists in recent years. Perhaps the foremost criticism has been that the structural view (or situational approach, as it has also been called) has neglected the complex interaction between leaders, followers, and the situation. Leadership is not just a case of one-way influence, but involves as well the influence of the followers on the leader and the influence of the situation on both. Thus the third approach is sometimes referred to as interactional or transactional, emphasizing the complexity of the phenomenon. The notion of idiosyncrasy credits illustrates this point of view. A group member may accumulate credits through helping the group achieve its goals and by following its norms. Such credits in turn may enable the holder to influence the group in other ways and even deviate from its norms, up to a point. Thus the leader earns his influence through a complex transaction with other group members. The work of Fiedler on leadership effectiveness also fits this interactional approach and is discussed in the next chapter of this unit.

In addition to the three approaches there are several other important findings included in this material. In particular, pay attention to the two types of leadership behavior (Halpin and Winer), the "mouse-that roared" study, and the concept of idiosyncrasy credits.

OBJECTIVE 7

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. An important quality of any group is the degree of cohesiveness it achieves. There are three things to note in reading for this objective: (1) the meaning of cohesiveness; (2) the consequences of cohesiveness in groups; (3) the sources or causes of cohesiveness. One additional consequence of cohesiveness--the feature known as groupthink--is taken up in the next chapter (objective 13).

After studying the material check your comprehension with the following:

1. Which of the following would not be characteristic of a highly cohesive group?
   a. Greater interpersonal sensitivity
   b. Greater tolerance of deviant members
   c. High level of interaction
   d. Strong conformity pressure
2. A condition which does not foster cohesiveness in groups is:
   a. Working together on a cooperative task
   b. Similar status among members
   c. Competing against other groups
   d. A threat which results from group incompetence

CHECK YOUR ANSWER BY TURNING TO THE TOP OF
THE FOLLOWING PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 7:

Question 1: b
Question 2: d

OBJECTIVE 8

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 9

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 10

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective involves two somewhat distinct issues: first, the nature of the task and its relationship to group effectiveness; second, the different consequences of small vs. large groups. You may want to separate these in your study.

After reading the text material, answer the following questions.

On the task issue:

1. What is the difference between a determinate and an indeterminate task?
2. In which type of task is the group solution likely to reflect the ability of the most competent member?

On the group size issue:

3. How does group size effect cohesiveness?
4. What task characteristics favor small groups?

CHECK YOUR ANSWERS BY TURNING TO THE TOP OF THE FOLLOWING PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 10:

1. A determinate task has one or more correct solutions while an indeterminate task involves many possible solutions, and a decision must be made as to the most adequate solution.

2. In a determinate task the solution is more likely to reflect the ability of the most competent member.

3. Small groups are generally more cohesive than large groups (keep in mind the consequence of cohesiveness).

4. When group efforts must be closely coordinated with various alternatives integrated into a single answer, small groups are favored.

OBJECTIVE 11

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Social facilitation or interference is concerned with the simple effect of working or performing in the presence of other people. Zajonc found that the key to understanding the effects of others (whether as observers or participators) lies in the notion of arousal. Arousal is a physiological state similar to tension or excitement. Sleeping or quietly reading would involve relatively low levels of arousal while intense concentration on a problem or engaging in competitive sports would typically involve high levels of arousal. High arousal tends to stimulate or activate behavior which is well learned or dominant (high in ones response hierarchy). Since the presence of others (in contrast to being alone) has been shown to increase arousal level, the effect may facilitate or interfere with performance depending on how appropriate or correct the dominant behavior is in the situation. Thus, if you have learned the material in this unit well (dominant behavior is correct), taking a unit exam with other people around would facilitate or improve your performance. If, on the other hand, the material were not well learned (many incorrect responses are dominant), having others around would interfere with or lower your performance.

OBJECTIVE 12

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Two approaches to styles of leadership are included in this objective. One involves the democratic vs. authoritarian distinction. The original research on this was done by Kurt Lewin and his associates and is reviewed in the last chapter in this unit. The discussion here summarizes some of the more recent work.

The second approach concerns Fiedler's research on task-oriented and relationship-oriented styles. You may recall that this was mentioned in the study guide materials for objective 6 as fitting the current interactional view of leadership. Fiedler's work has been influential and has led to a number of practical applications. Since the approach is rather complex and the text discussion brief, we are including some additional comment at this point.

Fiedler, through extensive research, has identified two rather distinct styles of leadership. The relationship-oriented leader is primarily motivated to establish close and friendly interpersonal relations while the task-oriented leader has the primary goal of doing a good job and getting the job done. This, however, is only part of the picture. When the group is going well and it appears the task is being accomplished, each of these types has a secondary style or motivation. For the relationship-oriented leader this involves seeking approval and gaining prominence or recognition, while for the task-oriented leader the tendency is to seek good interpersonal relations in the group. Note that when the climate or situation in the group is favorable these types behave one way, but if the situation is not so favorable they behave in a different manner.

Fiedler next found that neither style was consistently more effective. Rather, one must look at the situation in the group. He measured three aspects of the situation which were critical: the nature of the leader's relationships with members; the amount of structure in the group; the leader's power or ability to reward and punish. The situation is most favorable (to the leader) when he has good relationships, there is a high degree of structure, and the leader has a position of power. The more these conditions are reversed, the less favorable the situation. By relating the two leader styles to groups with different degrees of favorability (situation), he found that relationship-oriented leaders were most effective when conditions were moderately favorable or moderately unfavorable. The text refers to this as the leader having moderate influence. In this situation the relationship-oriented leader tries to develop better interpersonal relations and this keeps the group intact. The task-oriented leaders, on the other hand, were most effective when the situation was either very favorable or very unfavorable (high or low influence). This was apparently due to the fact that under very favorable conditions, task-oriented leaders could relax and take care of interpersonal relations; while with very unfavorable conditions their "getting the job done" approach would still get something accomplished despite the poor climate in the group.

With this background try the following:

Research on leadership styles has found that relationship-oriented leaders

a. Get too involved personally with group members
b. Will be most effective when the group situation is either very favorable or very unfavorable
c. Devote too much time to getting the task done, under unfavorable conditions
d. Will be most effective when the situation or leader's influence is only moderately good

CHECK YOUR ANSWER BY TURNING TO THE TOP OF
THE FOLLOWING PAGE

ANSWER TO EXERCISE FOR OBJECTIVE 12:

"d"

OBJECTIVE 13

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective is a logical follow-up of objective 5 on group structure. Two further aspects of structure are explored --the formal-informal distinction and communication patterns in groups. For the first, you should note how formal structure differs from informal; for the second, note how centralized communication affects morale and efficiency in groups.

OBJECTIVE 14

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE

OBJECTIVE 15

THE FOLLOWING EXERCISE SHOULD BE COMPLETED AFTER THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE HAS BEEN READ. The following problem has been used to study risk-taking in groups. Read the problem (inside the box) and then go on to the exercises. You need not make a decision about Mr. F. yourself. This is merely the problem given to a hypothetical group (see p. 507 of the text if you don't remember the research).

Mr. F. is currently a college senior who is very eager to pursue graduate study in chemistry leading to the Doctor of Philosophy degree. He has been accepted by both University X and University Y. University X has a world-wide reputation for excellence in chemistry. While a degree from University X would signify outstanding training in this field, the standards are so very rigorous that only a fraction of the degree candidates actually receive the degree. University Y, on the other hand, has much less of a reputation in chemistry, but almost everyone admitted is awarded the Doctor of Philosophy degree, though the degree has much less prestige than the corresponding degree from University X.

Imagine that you are advising Mr. F. in this situation. Listed below are several probabilities or odds that Mr. F. would be awarded a degree at University X, the one with the greater prestige. Check the lowest probability that you would consider acceptable to make it worthwhile for Mr. F. to enroll in University X rather than University Y.

____ Mr. F. should not enroll in University X, no matter what the probabilities

____ The chances are 9 in 10 that Mr. F. would receive a degree from University X

____ The chances are 7 in 10 that Mr. F. would receive a degree from University X

____ The chances are 5 in 10 that Mr. F. would receive a degree from University X

____ The chances are 3 in 10 that Mr. F. would receive a degree from University X

____ The chances are 1 in 10 that Mr. F. would receive a degree from University X

Assume that the problem of Mr. F. was given to a group. Before discussing it, individual members, on the average, felt that Mr. F. should enroll in University X if the chances were 5 in 10 that he would get his degree. Now indicate whether the decisions described in Exercises 1, 2, and 3 involve either a cautious or a risky shift. The answers are given at the bottom of this page.

1. After discussion, a group makes a collective decision that Mr. F. should enroll in University X if his changes of being awarded a degree are 7 in 10

   ____

2. After discussion, a group makes a collective decision that Mr. F. should enroll in University X if his chances of being awarded a degree are 3 in 10

   ____

3. After discussion, a group makes a collective decision that Mr. F. should enroll in University X if his chances of being awarded a degree are 9 in 10

   ____

ANSWERS TO THE ABOVE EXERCISE:

1. Cautious
2. Risky
3. Cautious

OBJECTIVE 16

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The textbook described the following conflict models:

a. Aggressor-defender
b. Conflict-spiral
c. Structural-change

Classify each of the following as characteristic of one of the above models by placing the appropriate letter in the blank before the characteristic. The answers are given at the bottom of the page.

________1. Neither party by itself is considered responsible for the conflict

________2. Takes into account the effect of the conflict itself on each side's view of the other side

________3. Takes a hero-villain point of view

________4. Takes a static view, ignoring changes that occur as the conflict progresses

________5. Often more descriptive than predictive

________6. Assumes that conflict can only end when one side de-escalates

ANSWERS TO THE ABOVE EXERCISES:

1-b, 2-c, 3-a, 4-a, 5-c, 6-b

OBJECTIVE 17

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. This objective asks you to distinguish between the older scientific management approach to organizations and the human relations point of view. Below are listed several organizational characteristics. Indicate for each whether it should be classified under scientific management or human relations.

1. Job standardization with time and motion study ____________________
2. Attention to informal organization ____________________
3. Concern with maximizing efficiency ____________________
4. Research on job analysis and the effect of incentives ____________________
5. Increasing productivity by increasing job satisfaction ____________________

CHECK YOUR ANSWERS BY TURNING TO THE TOP OF THE FOLLOWING PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 17:

1, 3, and 4 are scientific management; 2 and 5 are human relations.

OBJECTIVE 18

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Probably no research in industrial and organizational psychology has been quoted as much as the famous Hawthorne Studies. The Hawthorne work was actually a long-term research project consisting of several distinct studies carried out over a decade. The illumination study in the initial phase of the program is a good example of serendipity in research. The investigators discovered by accident that employees were more affected by the fact that someone was interested in their working conditions than by the physical changes themselves. This finding was followed-up by further studies on the social and psychological aspects of the working environment, and a new perspective on the world of work was born. As the text points out, the unpredicted result of being studied--investigated--has come to be known as the Hawthorne effect. In the terms of research methodology discussed in the first unit of this course, the Hawthorne effect is an artifact--an unintended outcome of the research procedure. The Hawthorne scientists were actually interested in lighting (at first), but their results were due to something else. The Hawthorne effect is often important in social and psychological research when investigations attempt to evaluate the results of a new program, a method of education, a type of therapy, etc. Not infrequently, educators will introduce what appears to be a promising new method. Initial results will be highly positive and exciting, only to find as the novelty wears off, that the high expectations were unwarranted. Students were responding to the interest shown them and the enthusiasm of the researchers rather than the method itself.

OBJECTIVE 19

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The Katz and Kahn model considered in this objective categorizes different types of jobs in an organization according to the kinds of skills of performances required. This results in a four-level classification from menial, rather perfunctory performances, through intellectual, creative activities. At each level different motivations are required for adequate performance, and this in turn means that the organization must set policies and performance criteria which will support the appropriate motivation. The same rewards and working conditions are not effective at all levels. Table 16.1 (p. 535) in the text provides a good summary of the approach. After you have the scheme in mind try the following.

Three different jobs or occupations are listed below. Match each job with an element in the Katz and Kahn model by placing the appropriate letter in the blank before each job. Check your answers by turning to the following page.

____1. A job on an assembly line requiring simple, repetitive actions

____2. A skilled tool and die worker in a machine shop

____3. A research scientist in a chemical company

a. An approach encouraging internalization of values through meaningful work providing self-expression

b. An approach stressing compliance with company regulations and fair and consistent enforcement of minimum standards

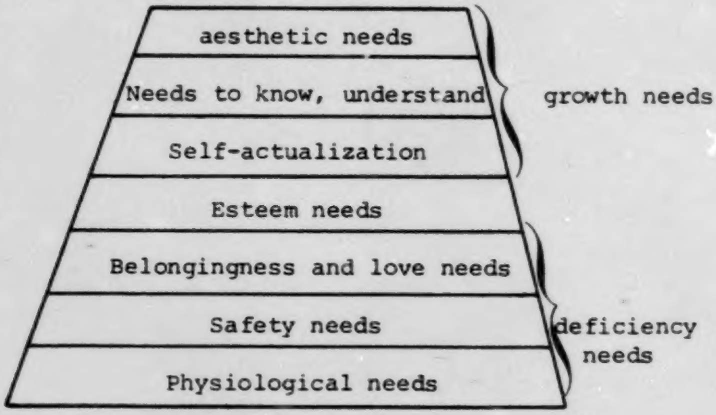
c. An approach stressing personal rewards for quality performance

ANSWERS TO EXERCISE FOR OBJECTIVE 19:

1-c
2-a
3-b

OBJECTIVE 20

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Maslow's need hierarchy, reviewed in this objective, has been popular with organization psychologists having a human relations orientation. While the hierarchy notion and the concept of needs have not been thoroughly studied, the scheme does provide a convenient way of thinking about human motivation in complex everyday life. The full hierarchy, as presented by Maslow, is shown in the figure below.


aesthetic needs
Needs to know, understand
Self-actualization
Esteem needs
Belongingness and love needs
Safety needs
Physiological needs
growth needs
deficiency needs

In Maslow's view a lower need in the hierarchy is prepotent--it must be satisfied before a higher need becomes operative. Thus the need for self-actualization is considered unlikely to emerge or become important in one's life if love needs or esteem needs are chronically unfulfilled. Furthermore, even when the lower needs are readily satisfied, Maslow claims that a person may become psychologically ill if higher growth needs (such as self-actualization) remain unfulfilled. When applied to the work situation, organizational theorists have argued that jobs which fail to provide higher satisfactions may leave workers bored and alienated from their jobs. Considerations such as these have resulted in attempts to reorganize work (for example, in the British Coal Industry and certain auto assembly plants) in order to provide a greater range of satisfactions.

To check your understanding of this objective, answer the following question. The correct answer is given at the bottom of the page.

According to the textbook and study guide materials for objective 20, the most effective technique for increasing the satisfaction of menial workers such as assembly-line workers and miners, while increasing productivity, is to

a. Specialize their jobs as much as possible so they are not confused by the complexity of the process
b. Expand the range of their operations--job enlargement
c. Encourage them to internalize the values of the organization
d. Promote them, since no method exists for increasing satisfaction in such jobs

ANSWER TO THE ABOVE EXERCISE: "b"

OBJECTIVE 21

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Leadership style has been considered earlier in this unit (see objective 12). You may recall that one approach compared the effects of democratic versus authoritarian styles in groups. The first attempt to systematically study this dimension of leadership was initiated by Kurt Lewin around the time of the second world war. Over the years this experiment has become one of the most famous social-psychological studies ever conducted. Historically, this experiment was a landmark in the development of the group dynamics area and, in fact, the term "group dynamics" was first used in reporting the results. The research is summarized in this section of the unit and then extended to the climate of organizations.

OBJECTIVE 22

READ THE FIRST PARAGRAPH BEFORE READING THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE. COMPLETE THE EXERCISES AFTER READING THE TEXTBOOK MATERIAL FOR THIS OBJECTIVE. In studying for this objective, keep in mind the goal or purpose of the organizational development approaches, and then note how each scheme attempts to further this goal. The following questions will check your comprehension of this objective.

1. The purpose of such programs as the managerial grid and the contingency management model is to

   a. Change the goals of organizations away from the profit motive
   b. Bring back "scientific management"
   c. Revolutionize the organization so that it meets the human needs of society
   d. Help the organization eliminate dysfunctions and plan a more integrated system

2. The Lawrence-Lorsch contingency management model utilizes concepts which are most closely related to which of the following approaches studied in this unit?

   a. Lewin's democratic-authoritarian leadership styles
   b. The Katz and Kahn model of the work situation
   c. Fiedler's work on leadership styles and group effectiveness
   d. Newcomb's work on reference and membership groups

3. The type of managerial style recommended by Blake and Mouton's managerial grid is

   a. A moderate concern for both production and people
   b. A moderate concern for production and a high concern for people
   c. A high concern for both production and people
   d. Dependent on the situation

4. According to the contingency management approach, the organizations that must operate in highly complex and unstable environments are most successful when they are

   a. Highly differentiated
   b. Highly integrated
   c. Both highly differentiated and highly integrated
   d. Well integrated but only moderately differentiated

ANSWERS TO EXERCISES FOR OBJECTIVE 22:

1-d
2-c
3-c
4-c

OBJECTIVE 23

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

SELF-DIAGNOSTIC TEST

1. Interdependence, an important criterion for distinguishing a group from a mere aggregate of people, involves:

   a. Awareness of being a group
   b. Formal structure and rules
   c. Each person's behavior influencing the others
   d. All members having a common goal

2. When one is in a situation involving strong fear, one is most likely to

   a. Try to avoid other people as much as possible
   b. Seek out anyone who is available to talk to
   c. Try to find someone else in the same boat
   d. Sit quietly and try to concentrate on reading

3. The two most important factors responsible for the development of group norms are

   a. To satisfy a need for structure and provide opportunities for deviation
   b. The need to validate beliefs and maintain the group
   c. The need to validate beliefs and provide opportunities for deviation
   d. The pressure toward conformity and the need for structure

4. Mary enrolls in a church-supported college, well-known for its conservative and fundamentalist beliefs. Under which of the following conditions would you predict that Mary will adopt most enthusiastically the conservative views of the college?

   a. The college becomes a positive reference group for Mary
   b. The college becomes a negative reference group for Mary
   c. Mary does not adopt the college as a reference group and comes to admire a small sect of Jesus freaks
   d. Mary is unhappy and leaves the college at the end of her freshman year

5. When groups composed of insecure, safety-oriented people tend to develop a hierarchical structure with responsibility concentrated in a few members, we see the effect of which of the following factors on group structure?

   a. Cohesiveness
   b. Personality
   c. Situations
   d. Efficiency

6. Research attempts to modify the leadership position of low-status group members found that

   a. If a person's status was too low it was impossible to change it
   b. The status of such people could be raised through systematically reinforcing their participation attempts
   c. The status of these people could be raised by giving the group a task for which they were highly qualified
   d. Their status could be improved only after they became more committed to the group

7. The relationship between group cohesiveness and conformity is

   a. Positive, since cohesive groups are more capable of providing members with rewards, and members are more willing to be influenced in return
   b. Positive, since in cohesive groups members are more similar to each other before joining the group
   c. Negative, since members of cohesive groups are more accepting of one another
   d. Negative, since the security of a cohesive group allows members to drop their inhibitions and behave more freely

8. When two highly cohesive groups are involved in competitive activity which of the following effects would be least likely?

   a. The development of hostility between the groups
   b. An exaggeration of differences between the groups
   c. A tendency on the part of the losing group to identify with and appreciate the competence of the winners
   d. A tendency to distort or misunderstand the other group's position

9. Research on the leader's style in the intensive group has found that

   a. The people who participate in groups with the energizer-type leader report few positive outcomes or learnings
   b. While participants may enjoy the experience, their friends and colleagues can see no effect
   c. Groups led by provider-type leaders report more long-range benefits over a six-month follow-up
   d. The people who participate in groups with the provider-type leader report few positive outcomes or learnings

10. A collective solution is most likely to reflect the ability of the group's most competent member in

   a. A determinate task
   b. An indeterminate task
   c. A task of some complexity
   d. A multiple-stage task

11. According to the research on the effects of the presence of others on performance, an audience would have a facilitating effect

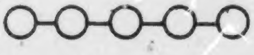
    a. When the performance involved behavior in the process of being learned
    b. When the performance involved dominant or well-learned behavior
    c. Whatever the nature of the behavior involved
    d. Under no condition--an audience always has an inhibiting effect

12. When the effectiveness of relationship-oriented and task-oriented leaders was compared it was found that a task group will be best served by a style that is

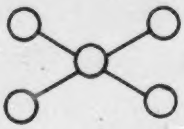
    a. Relationship oriented
    b. Task oriented
    c. About half relationship oriented and half task oriented
    d. Variable depending upon the situation

13. Several of the communications patterns studied in the research on group structure are shown below. Which of these patterns would be the most decentralized in structure?

    a. 1
    b. 2
    c. 3
    d. 4



1



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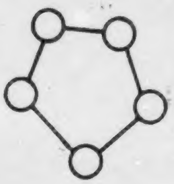

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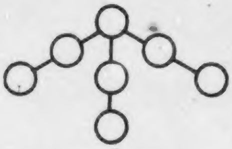

4

14. During the decision making which led to the Bay of Pigs, several special conditions were present. Of those given below which one was most important in creating the climate of groupthink?

    a. Because of the totalitarian features of Cuban society an issue of morality was involved
    b. Maximum secrecy was involved due to the possibility of intervention by other powers
    c. The decision-making group consisted of men who were good friends, respected each other, and were committed to the Kennedy administration
    d. Commitment to the underground and the large number of lives involved gave the decision a special urgency

15. The theory or explanation of choice shifts in a group which argues that people compare themselves with others and change toward or beyond what they consider the group mean is known as

    a. release theory
    b. diffusion of responsibility theory
    c. value theory
    d. consistency theory

16. The most frequently encountered and most simplistic explanation of conflict is the

    a. aggressor-defender model
    b. structural-change model
    c. conflict-spiral model
    d. phenomenological model

17. The approach to organizational problems which emphasizes rationality and maximizing efficiency through job standardization is that known as

    a. Scientific management
    b. Human relations approach
    c. Hawthorne approach
    d. Maslow need-hierarchy approach

18. The Hawthorne research on the effect of plant illumination found that

    a. Productivity increased as the level of lighting increased
    b. Productivity increased when the level of lighting remained the same
    c. Productivity increased when the level of lighting decreased
    d. All of the above
    e. None of the above

19. According to the Katz and Kahn model, skilled workers and supervisors such as foremen function most effectively

    a. Under a compliance system where standards and regulations are clear and consistently enforced
    b. Under an internalization approach which emphasizes self-expression and intrinsic job satisfaction
    c. Under a system stressing instrumental involvement with personal rewards clearly linked to superior performance
    d. Under a system which combines compliance, instrumental involvement, and internalization, depending upon the situation

20. According to Maslow's need hierarchy, a worker

    a. Is primarily motivated by basic deficiency needs
    b. Should show high job satisfaction when his or her salary is adequate to satisfy basic needs
    c. Should be more effective and happy when a job satisfies both deficiency and growth needs
    d. Will become most alienated by jobs requiring a wide range of skills and involvements

21. Based on the classic study of boys' clubs involving different leadership styles

    a. Both productivity and independence were highest in the autocratic groups
    b. Highest satisfaction and individual productivity were found in the laissez-faire groups
    c. A sense of discouragement and poor quality and quantity of work were found in the laissez-faire groups
    d. Dependence on the leader was highest in the democratic groups

22. The contingency-management approach to organizational development is concerned with matching the appropriate

    a. Interpersonal style and level of productivity
    b. Authority system, control system, and level of productivity
    c. Managerial style, organizational structure and environmental circumstances
    d. Concern for production with concern for people

23. In his critique of contemporary schools, Illich maintains that education or learning

    a. Should be organized along more formal lines
    b. Should take place in natural situations throughout the community rather than in schools
    c. Should involve more expression of feelings and less conceptual learning
    d. Should take place in open classrooms where children have greater freedom to choose and interact

CHECK ANSWERS BY TURNING TO SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. c
2. c
3. b
4. a
5. b
6. b
7. a
8. c
9. c
10. a
11. b
12. d
13. c
14. c
15. c
16. a
17. a
18. d
19. c
20. c
21. c
22. c
23. b

DO NOT REQUEST END-OF-UNIT TEST UNTIL YOU CAN ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST

VII

AGGRESSION
AND
COLLECTIVE BEHAVIOR

OVERVIEW

The last unit in the course pertains to two areas which have special relevance in our present era--aggression and collective behavior. Although aggression and collective behavior are somewhat distinct areas of investigation, you will find some connecting links apart from their mutual social relevance.

Among other labels, ours has been called an aggressive society. In the aftermath of the assassinations in the 1960's, many social commentators claimed that violence and aggression were as American as apple pie. As recent history has shown, we are not alone, however. As is evident from the material of this chapter (Chapter 11) we are only beginning to understand the nature of human aggression. One problem which concerns the scientist interested in aggression is deciding what to study. Therefore, the chapter begins by defining the term (Objective 1) Assuming some agreement on our subject matter, the question of origins is considered next (Objectives 2 and 3). While most social scientists favor an environmental interpretation, there are many adherents of the biological view. Lorenz and Ardrey are two who have been popularized in the mass media in recent years. Freud also came to the view that aggression is innate in humans. The issue is far from settled, and it need not be viewed as an either-or question. Both learning and biological components may function together. There is, however, little question that society has powerful effects, both on our perception of aggression (Objective 4) and its instigation (Objective 5). The material for the latter objective reviews a recent study involving a simulated prison environment (Stanford Prison Experiment) which has already become a classic in the field. The study has broad implications beyond the prison system.

In this unit, two additional factors in the development of aggression are considered: rewards and punishment (Objective 6), and the effects of models (Objective 7). This last topic relates to a widely debated current issue--the role of television in encouraging violence in the society. The chapter closes with an evaluation of possible methods for reducing aggression (Objective 8).

The final chapter (Chapter 17) looks at a variety of mass behaviors such as panics, riots, and protest movements--generally considered under the rubric of collective behavior. Sociologists have been more active in this area than psychologists and the kinds of concepts discussed give an indication of this. Again the problems of definition and delimiting the topic are important (Objectives 9 and 10), and in this case it tells us something about the phenomenon. Smelser (a sociologist) has presented one of the most ambitious attempts to account for collective behavior, and this is reviewed next and applied to the racial situation in South Africa (Objective 11 and 12). We need not go to another continent, however, for the theory has obvious implications for understanding much of our own recent history. Smelser's approach paints with a broad stroke, leaving out the more individually-oriented concepts that have dominated this course. The last part of the chapter relates specific aspects of collective behavior to more familiar concepts. Relative deprivation deals with the basis of individual perceptions of social conditions such as poverty and racism (Objectives 13). In today's jargon, it involves the "frustration of rising expectations."

The complexities and enigmas of crowd behavior have fascinated observers for centuries. The last three objectives provide a potential basis for understanding some aspects of this phenomena (Objectives 14, 15, and 16), particularly the uniformity, emotionality, and spread of rumor which often characterize the crowd.

This unit provides a fitting end for the course. Beginning with relatively simple behaviors and aspects of the individual in Unit II, we have moved now to some of the most complex behaviors of the collectivity. This is also an area of deep personal concern to many, involving as it does the fundamental issue of social change and its consequences for all human beings.

PERFORMANCE OBJECTIVES

1. Identify instances of behavior which would be considered aggressive according to the textbook definition.

2. Identify potential biological factors in aggression.

3. Identify the major elements of the frustration-aggression hypothesis or the types of evidence which support it.

4. Identify conditions influencing aggression in situations where it is legitimized by institutions or authorities.

5. Given statements involving deindividuation research, identify results and/or implications.

6. Given statements regarding the effects of rewards and punishment on aggression, identify relevant research findings.

7. Given statements concerning the effects of modeling on aggressive behavior, identify the relevant research findings.

8. Identify methods of reducing aggression and evaluate their effectiveness.

9. Identify the two dimensions relevant to defining collective behavior and differentiate instances of collective behavior from other forms of social activity.

10. Distinguish between types of collective behavior on the basis of goals and actions.

11. Identify reasons why Smelser's theory of collective behavior is a value-added approach.

12. Given conditions or reactions involved in a case of collective behavior, identify the relevant determinant from Smelser's theory.

13. Identify the concept of relative deprivation or interpret its relevance to collective behavior.

14. Identify the major elements of the three models or approaches to crowd behavior (i.e., Le Bon, Freud, emergent-norm)

15. Interpret the processes of contagion and anonymity as they function in crowd behavior.

16. Identify the role of rumor in collective behavior, the conditions which give rise to rumors, and the changes which occur in their transmission, in particular, leveling and sharpening.

PRETEST

1. Which of the following is not a necessary condition for behavior to be considered aggressive?
   a. The behavior has a target
   b. The behavior is intentional
   c. The behavior causes actual harm
   d. The behavior is abusive

2. In contrast to lower animals, aggression in humans
   a. Has no biological factors involved in its instigation
   b. Is more often directed toward other members of the species
   c. Commonly involves a defense of territorial invasion
   d. Seldom results in serious damage or death

3. According to the frustration-agression hypothesis, frustration results from
   a. Any attack or abuse from another person
   b. Interference with behavior directed toward a goal
   c. Inappropriate behavior in a situation involving strong motivation
   d. Threat in situations involving self-esteem

4. During periods of conflict and upheaval, soldiers and policemen who display excessive aggression are often regarded as heroes; at other times similar behavior is commonly deplored. This illustrates
   a. The lack of moral judgment in society
   b. The role of threat in our reactions to aggression
   c. The role of legitimacy in our reactions to aggression
   d. The role of deindividuation in our reactions to aggression

5. When a researcher randomly assigns young, psychologically normal American males to either a prisoner or a guard group and finds that after five days the prisoners are withdrawn and unsympathetic and the guards brutal and sadistic, it indicates that

   a. American society is basically aggressive and violence-prone
   b. Personality is the most important element in understanding aggression
   c. The situation and related expectations are primarily responsible for the behavior
   d. The veneer of civilization is thin--man's true nature is hostile and unfeeling

6. A developmental study of aggressive behavior in nursery school children found that

   a. When children were rewarded for aggression they were less likely to use it in the future
   b. When aggression was met with counteraggression a child would aggress even more toward the counteraggressor
   c. Children who were originally passive became less so when their counteraggression met with success
   d. Only children who were basically hostile showed any effect from rewards or punishment

7. Recent research in which several different types of films were shown to adult subjects found that

   a. Any type of film produced aggressive behavior
   b. Only aggressive or violent films produced aggressive behavior
   c. Aggressive behavior could be elicited by an exciting, erotic film as well as an aggressive one
   d. Aggressive behavior was related more to the personality of the viewer than to the content of the film

8. On the basis of the research evidence, which of the following methods of reducing aggression appears least effective?

   a. Modeling
   b. Catharsis
   c. Reward and punishment
   d. Knowledge of the consequences

9. According to the definition, which of the following would be considered an instance of collective behavior?

   a. A labor union strike against General Motors
   b. A convention held by the Socialist Labor Party
   c. A crowd at a rock festival
   d. A group protesting against interracial busing

10. Panic behavior in a nightclub fire

   a. Would not be considered a case of collective behavior
   b. Involves collective behavior with an escape goal
   c. Involves collective behavior with a change goal
   d. Involves collective behavior which is highly organized and normative

11. Smelser's value-added process refers to the fact that

   a. Each instance of collective behavior increases the probability of future instances
   b. The momentum of collective behavior increases with the number and the enthusiasm of participants
   c. Each of his six determinants is shaped by preceding determinants and shapes the determinants that follow
   d. The more of his six determinants that occur in whatever sequence, the more likely that collective behavior will occur

12. One value in the American culture involves sympathy and aid for the underdog. In Vietnam the widespread destruction of the country and the apparent ruthless killing of civilians by American forces conflicted with this value and was probably an important factor in the success of the peace movement. In Smelser's approach this conflict would be called

    a. Operation of the mechanisms of social control
    b. Structural conduciveness
    c. Structural strain
    d. Precipitating event

13. The fact that blacks developed their most militant protest movement at a time when many whites felt "they never had it so good" can best be interpreted by

    a. The concept of relative deprivation
    b. Emergent-norm theory
    c. Smelser's concept of structural conduciveness
    d. Smelser's concept of a precipitating event

14. In the area of crowd behavior, Le Bon

    a. Wrote a classic book entitled The Crowd
    b. Postulated anonymity and contagion as basic crowd mechanisms
    c. Argued that people behave in crowds quite differently than as individuals
    d. All of these

15. Which of the following concepts would be most applicable to an understanding of crowd contagion?

    a. Classical conditioning
    b. Attitude change
    c. Modeling
    d. Locus of control

16. A common element of many crowd situations is circulation of rumors. In Smelser's theory this phenomena could best be classified under

    a. Structural strain
    b. Structural conduciveness
    c. Precipitating event
    d. Spread of a belief

CHECK YOUR ANSWERS BY TURNING TO PRETEST ANSWER KEY

PRETEST ANSWER KEY

1. c
2. b
3. b
4. c
5. c
6. c
7. c
8. b
9. d
10. b
11. c
12. c
13. a
14. d
15. c
16. d

TURN TO STUDY DIRECTORY

STUDY DIRECTORY

Textbook Reference: Social Psychology: Explorations in Understanding. CRM Books, 1974, Chapters 11 and 17.

Objective and Test Item No.	Textbook Page(s)	Study Guide Page(s)	
1	347-349	277	A[1]
2	349-353	278-279	A
3	353-357	280-281	A
4	357-361	282-284	B[2]
5	361-364	285-286	B
6	364-368	287	B
7	368-371	None	
8	371-374	288-289	B
9	566-568	289-290	A
10	568-570	None	
11	570	291	A
12	570-575	292-294	B
13	575-577	294-295	A
14	585-590	296-297	A
15	590-594	297-299	B
16	594-596	None	

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[1] Denotes supplemental material to be read after reading all textbook material for this objective.

[2] Denotes supplemental material to be read before reading any of the textbook material for this objective.

SUPPLEMENTAL MATERIALS

The following supplemental materials are provided to enlarge upon the textbook treatment of topics or to help clarify objectives or related issues. These materials are of two different types. The first type is designed to serve as an introduction to textbook material and, therefore, should be read prior to the textbook material for an objective (or objectives). The second type consists of reading material and/or exercises for use after the relevant textbook materials for an objective have been read. Directions as to whether supplemental materials should be studied before or after the textbook are in upper case type at the beginning of the supplemental materials for each objective.

OBJECTIVE 1

EXERCISES TO BE COMPLETED AFTER TEXTBOOK MATERIALS HAVE BEEN READ. One of the problems facing the social psychologist dealing with terms used in everyday language is imprecision or ambiguity. When we begin to study a topic scientifically, it is often necessary to clarify what the terms will mean. Not all that passes for aggression can be so considered.

Note the generally agreed upon definition of aggression and then decide whether the actions listed below should be considered instances of aggression:

1. A lineman on a football team blocks an opposing lineman so that the fullback can make a first down
2. An angry husband refrains from speaking to his wife in order to punish her
3. An aggressive insurance salesman makes a sale by being "pushy" with a client
4. A two-year-old child slaps at his father and misses after being frustrated

ANSWERS TO EXERCISE FOR OBJECTIVE 1:

"2" and "4" would involve aggression, "1" and "3" would not. Note that "2" is an interesting case. This so-called "passive aggression" would not readily fit the definition since it is neither verbal nor physical; yet it is clearly aggressive in intent. It would seem to be a case of nonverbal aggression. This indicates some of the problems in developing clear-cut definitions.

OBJECTIVE 2

EXERCISES TO BE COMPLETED AFTER TEXTBOOK MATERIALS HAVE BEEN READ. Some of the strongest evidence supporting the biological basis of aggression has come from physiological research and ethology. The questions below touch on these areas. How would you answer them?

1. Work with rats has found that peaceful animals become aggressive killers when (a) ______________ ____, while normally aggressive rats become peaceful when (b) ________________________________ ____.

2. According to Lorenz, species of animals equipped with powerful weapons (fangs, claws, etc.) have survived through evolution because ______________ ____.

CHECK YOUR ANSWERS TO THIS EXERCISE BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 2:

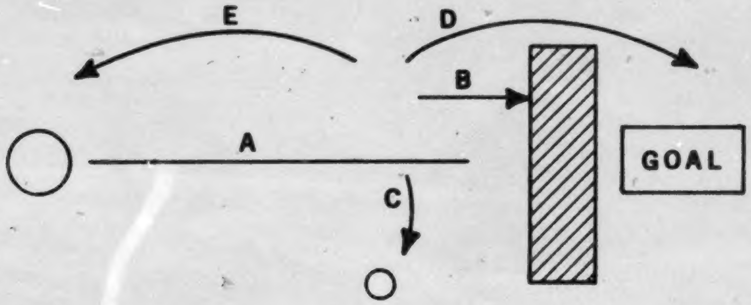
1. a) When an activating drug was injected into the area of the hypothalamus

   b) Injected with inhibitory drugs in the area of the hypothalamus

2. They have developed inhibitions against killing members of their own species (as in ritualized surrender, etc.).

OBJECTIVE 3

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The original formulation of the "frustration-aggression" hypothesis postulated an invariant connection between these two states--one always involved the other. This turned out to be an oversimplification which was later modified to a statement that frustration leads to several possible responses, one of which is aggression. According to this approach, frustration results when goal-directed behavior is blocked or interfered with. This blocking of behavior may then have one or more consequences, two of which could be direct aggression (toward the source of frustration) or displaced aggression (toward any convenient target). The following diagram illustrates a situation involving frustration.



The above illustration shows an organism (O) moving (A) toward a goal but meeting a barrier which produces frustration. This leads to several possible responses: direct aggression (B); displaced aggression (C); a problem-solving response which removes or gets around the barrier (D); withdrawal from the situation (E).

After reviewing the research on the frustration-aggression hypothesis, answer the questions on the following page.

1. Which of the following would be the most accurate statement of the current view regarding the relationship between frustration and aggression?

    a. Frustration always leads to aggression
    b. Aggression is one common response to frustration
    c. Verbal attack results in the greatest degree of frustration
    d. Aggression always follows from frustration

2. Which of the following findings would support the frustration-aggression hypothesis?

    a. Subjects show high aggression when verbally insulted
    b. Subjects show high aggression when physically attacked
    c. After viewing a model reinforced for aggression, children show increased aggressiveness
    d. Subjects displayed increased prejudice following social frustration

ANSWERS TO THE ABOVE EXERCISES:

1-b
2-d

OBJECTIVE 4

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Note that there are several themes included in this objective. Look for the following as you read: the role of legitimacy; reactions to the concentration camp; resistance to obedience in the Milgram study; the effect of having weapons of aggression available (research on this is discussed in the box on p. 359). Check your understanding of this objective by answering the following questions _as you study_ the material. Use the remainder of this page and the following page to write answers to these questions.

1. How does legitimacy effect our perceptions of aggression?
2. What behavior showed identification with the aggressor in the concentration camp?
3. What condition made it possible for subjects to resist authority in the Milgram study?
4. How did the possibility of using strong punishment affect the level of aggressive behavior?

TO BE USED IN ANSWERING QUESTIONS ON PRECEDING PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 4:

1. When excessive aggression is considered legitimate, as when police quell a riot, the aggressor is rewarded, perceived as hero, etc., (p. 358).

2. Identification with the aggressor was shown by prisoners who tried to dress like guards, play aggressive games copied from guards, etc., (p. 360).

3. Subjects were able to resist the commands of authority when social support for disobedience was present, (p. 361). (Note the power of social support in counteracting the power of authority. Massive resistance to the Vietnam War was possible only as those opposed to the war were able to band together. Note, too, the similarity here to the Asch experiment in Unit V in which a subject could stand up to the majority if one other person supported her judgments).

4. In the Harrison and Pepitone study subjects who had the more severe punishments available were likely to behave more aggressively, (p. 358). (This may help explain why the British bobbies appear less aggressive than police in the U.S. In the U.S., police carry guns and clubs; while those in England have traditionally carried no weapons).

OBJECTIVE 5

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. The material for this objective includes a discussion of a recent study with profound implications for understanding the psychological consequences of institutional environments. This is the Stanford Prison Experiment conducted by Zimbardo and his associates. (This was briefly considered in Unit I as well.) The prison study is important not only for its demonstration of deindividuation, but also because it shows how aggression may result more from situational roles than from individual personality tendencies or traits. Prison guards, police, and soldiers may become aggressive and brutal not because they are hostile people but because of the constraints and influences of the roles and situations in which they function. If true, this holds immense implications not only in the understanding of aggression but also for the broader problem of social change.

It is particularly important to recognize that in the Stanford Prison Experiment only well-adjusted, perfectly normal subjects were selected, and that these normal males were randomly assigned to either the "guard group" or the "prisoner group." Thus, both groups were composed of essentially the same kinds of people. Had the groups been reversed, the results would have been the same. These controls effectively rule out personality differences as a significant factor in the results.

The following questions will assess your understanding of the process of deindividuation.

1. According to Zimbardo, the two conditions necessary for deindividuation are:

    a. Contagion and anonymity
    b. Suggestion and sense of identity
    c. Personal anonymity and diffuse responsibility
    d. Sense of personal identity and group pressure

2. In Zimbardo's deindividuation research, when subjects were anonymous and wore hoods and overcoats they tended to be

    a. Less aggressive than control subjects
    b. More aggressive than control subjects
    c. More aggressive than controls only when provoked
    d. More aggressive than controls only when the target of aggression was appropriate

ANSWERS TO THE ABOVE EXERCISES:

1-c
2-b

OBJECTIVE 6

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Several experiments are discussed in which the influences of rewards and punishments are tested. Note especially the procedures which were effective in reducing or increasing aggression, producing counteraggression, and creating aggressive patterns which were resistent to extinction.

OBJECTIVE 7

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

OBJECTIVE 8

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Under this objective, four methods of reducing aggressive behavior are considered: catharsis, modeling, reward and punishment, and knowledge of consequences on the victim. Note how each of these functions, and with what results.

Answer the following after reading the textbook material.

1. The best conclusion to be drawn about the effectiveness of catharsis in reducing aggression is that

    a. Catharsis is the most effective way yet devised for reducing aggression
    b. Catharsis has been consistently successful in reducing aggression to some degree, although it is not necessarily the most effective means
    c. The catharsis hypothesis has received rather poor support--in some instances it has even increased aggression
    d. The catharsis hypothesis has been totally unsupported

2. In the experiment in which aggressive actions were met with pacificism, matching the aggression, or consistent severe punishment, the most counterproductive technique in trying to reduce aggression was

    a. The pacifist response
    b. The matching response
    c. The punishment response
    d. A combination of reward and punishment

CHECK YOUR ANSWERS BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 8

1-c
2-c

OBJECTIVE 9

EXERCISES TO BE COMPLETED AFTER TEXTBOOK MATERIALS HAVE BEEN READ. Keeping in mind the two dimensions which enable one to distinguish between collective behavior and other forms of social conduct, indicate which of the activities in the following list would most likely be viewed as collective behavior.

1. A nominating convention of the Republican party
2. The American Revolution
3. An Israeli invasion of Egypt
4. A group of teachers striking for a new contract
5. A crowd of students waiting to get into a rock concert
6. A group of women protesting job discrimination
7. The Indian occupation of Wounded Knee

CHECK YOUR ANSWERS BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 9:

"2," "6," and "7" represent examples of collective behavior, the others do not.

OBJECTIVE 10

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE

OBJECTIVE 11

EXERCISE TO BE COMPLETED AFTER TEXTBOOK MATERIAL HAS BEEN READ. In Smelser's value-added approach to the development of collective behavior, each stage or factor must occur in a particular sequence. The six factors which together determine the occurrence of collective behavior are listed below. Indicate the proper order in which these must take place according to the theory.

a. Growth and spread of a belief
b. Mobilization for action
c. Mechanisms of social control
d. Structural strain
e. Structural conduciveness
f. Precipitating event

ANSWERS TO THE ABOVE EXERCISE:

The proper sequence is: 1-e, 2-d, 3-a, 4-f, 5-b, and 6-c.

OBJECTIVE 12

THE SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. While there have been a number of criticisms of Smelser's approach, it represents the most detailed attempt yet to account for the various forms of collective behavior. Perhaps the most important value of the theory is that it sensitizes us to the conditions and events that lead to social protest and collective action. To the outsider, a riot or protest movement often appears to materialize out of thin air--they just seem to happen. By applying Smelser's six factors,one can begin to understand the complexity and events behind such actions and can begin to appreciate the cause and effect relationships in a scientific sense. Social behavior does not just happen or spring up spontaneously. It is the outcome of antecedent conditions as is any other event in nature.

After studying the factors in Smelser's theory, see if you can apply them to recent events in the U.S. On the following page is a brief selection which describes, in a general way, some of the conditions in the campus protests of the 1960's. Certain passages are underlined and numbered in parentheses (from 1 to 6). Decide, for each underlined passage, which of Smelser's six factors is involved.

In the late 1960's a great deal of collective behavior erupted on college campuses throughout the U.S. in the form of riots and violent protest. Very often a particular riot or outbreak would be set off by an arbitrary action or show of force by the college administration (1). Each specific incident was usually only the tip of the iceberg, for, underneath, students were unhappy and disturbed by a number of concerns. Opposition to U.S. policy in Southeast Asia, lack of a voice in determining university policy, and general discontent over the alienation, dehumanization, and rule by technology which characterize American society were some of the underlying problems (2).

Sometimes protest would organize around accusations against an impersonal college administration or the apparent inhumanity of a large corporation (3). Many times during these years, angry, milling students would gather briefly and then, failing to get it together, would break up. Occasionally however, someone would jump up, grab a microphone, and sound the call for action, as Mario Savio did at Berkeley in 1964 (4). There were also times when leaders would organize willing protesters only to find that hordes of police or National Guardsmen were blocking the march or separating the crowd (5), and the action died before it was born.

Why were the campuses such a popular spawning ground for protest during those turbulent years? Actually, the seeds of protest were widespread in the society but the college environment was ideal for their growth. Large numbers of energetic youths were packed together, communication was easy--rumors spread in minutes. Furthermore, college was supposed to be a place where the established order could be questioned--critical thinking was supposed to be encouraged (6). Thus the colleges became a sounding board for the discontents of a nation. It could happen again--all it takes is the right mix.

CHECK YOUR ANSWERS BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISES FOR OBJECTIVE 12:

1. Precipitating event
2. Structural strain
3. Growth and spread of a belief
4. Mobilization for action
5. Mechanism of social control
6. Structural conduciveness

OBJECTIVE 13

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. One of the early studies which found evidence of relative deprivation was done by Stouffer and his colleagues on American soldiers in World War II. They compared attitudes toward promotion in various branches of the service. In some branches such as the Air Corps, for example, the chances for promotion were quite good, while in others such as the Military Police, promotions were very uncommon.

From your study of relative deprivation. Which of these branches would you say had the more favorable attitudes toward promotion--that is, saw their chances of promotion as better? Use the following space to explain why you answered as you did. Check your answer by turning to the following page.

ANSWER TO EXERCISE FOR OBJECTIVE 13:

The Military Police had the more favorable attitudes toward promotion. Explanation: Consistent with the concept of relative deprivation, Air Force men who were not promoted would experience greater frustration since many of those around them were getting promoted. MP's, on the other hand, had low expectations of promotion since very few were given out and thus the MP's did not feel bad about their chances.

Note the parallel here with disadvantaged or downtrodden people. They are likely to feel their deprivations most keenly when conditions, for some, are improving. This creates rising expectations which if not met, result in great frustration. In the Air Force, promotion was generally expected since it was rather common. Those not promoted felt the frustration much more than their counterparts in the Miltary Police where promotion was rare, hence not expected.

OBJECTIVE 14

BEFORE READING THE FOLLOWING SUPPLEMENTAL MATERIALS, YOU SHOULD HAVE READ THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Note that the three approaches (Le Bon, Freud, and emergent-norm) are different attempts to account for some of the commonly observed features of crowd behavior--such as its apparent uniformity, emotionality, and extreme forms of behavior. Each approach emphasizes different concepts, and no single approach is adequate for explaining all aspects of crowds. In your reading select the major concepts of each approach and check your understanding by completing the matching questions below. Indicate which theory is the most appropriate match for the statements about crowd behavior.

A. Emphasized the anonymity of the crowd
B. Crowds seen as having properties of groups
C. Identification with and dependence on leader
D. Uniformity in crowd results from developing norms
E. Feelings seen as contagious and spreading through crowd
F. Crowd members identify with each other

1. Le Bon
2. Freud
3. Emergent-norm

CHECK YOUR ANSWERS BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISE FOR OBJECTIVE 14:

A-Le Bon
B-Emergent-norm
C-Freud
D-Emergent-norm
E-Le Bon
F-Freud

OBJECTIVE 15

THE FOLLOWING SUPPLEMENTAL MATERIALS SHOULD BE READ BEFORE THE TEXTBOOK MATERIALS FOR THIS OBJECTIVE. Two conditions of the crowd are explored in this objective--contagion and anonymity. In the contagion material pay particular attention to the application of the modeling concept and the Kerckhoff and Back study in the textile mill. The anonymity work relates to the deindividuation material covered in the aggression section of this unit. Note the findings on the effect of anonymity on aggressive behavior and the possible tie-in with diffusion of responsibility.

The questions on the following page provide a check of your study for this objective.

1. Research has shown that contagion in a group is facilitated when
   a. Strong social constraints are operating
   b. People are relatively free of stress
   c. Models are rewarded or allowed to get away with nonnormative behavior
   d. Models are punished for nonnormative behavior
2. Which of the following seems least likely to occur as a consequence of anonymity?
   a. Nonnormative behavior such as looting
   b. Increased aggressiveness
   c. Diffusion of responsibility
   d. Acceptance of social constraints and controls from outside the group

CHECK YOUR ANSWERS BY TURNING TO THE FOLLOWING PAGE

ANSWERS TO EXERCISES ON PRECEDING PAGE:

1. c
2. d

OBJECTIVE 16

THERE ARE NO SUPPLEMENTAL MATERIALS FOR THIS OBJECTIVE.

AFTER STUDYING THE RELEVANT TEXTBOOK AND STUDY GUIDE MATERIAL FOR EACH OBJECTIVE, TAKE THE SELF-DIAGNOSTIC TEST. CHECK YOUR ANSWERS AGAINST THE ANSWER KEY FOR THE SELF-DIAGNOSTIC TEST FOR ANY ITEMS ANSWERED INCORRECTLY. CONSULT THE STUDY DIRECTORY FOR SPECIFIC PAGES OF THE TEXT AND/OR STUDY GUIDE WHICH ARE RELEVANT TO THE OBJECTIVES ASSESSED BY THOSE TEST ITEMS. DO NOT ATTEMPT THE FORMAL END-OF-UNIT TEST UNTIL YOU ARE ABLE TO ANSWER ALL ITEMS ON THE SELF-DIAGNOSTIC TEST CORRECTLY.

SELF-DIAGNOSTIC TEST

1. Which of the following would most likely not involve aggression?

   a. A person injured while fighting with another
   b. A soldier is killed by the enemy while attacking a position
   c. A thief breaks into a closed filling station and empties the cash register
   d. An umpire is verbally assaulted following a close play

2. Research on aggressive behavior in rats has shown that

   a. Chemical agents delivered to the brain can instigate aggression but not inhibit it
   b. Chemical agents delivered to the brain can inhibit aggressive behavior but not produce it
   c. The hypothalamus is the critical area of the brain involved in aggression
   d. Biological factors are unrelated to aggression--learning is all-important

3. Which of the following has been viewed as support for the frustration-aggression hypothesis?

   a. Peaceful rats will become aggressive with hypothalamic stimulation
   b. Human subjects exhibit high aggression when verbally insulted
   c. The relationship between economic conditions and the number of lynchings in the South
   d. After viewing a model reinforced for aggression, children show increased aggressiveness

4. Research on the kinds of weapons which are available to a person in a situation of potential aggression indicates that

   a. The more potent the weapons available, the milder the aggressive behavior
   b. When potent weapons are available they tend to be used even when prohibited
   c. Having a powerful weapon at hand makes one reluctant to show any aggression, even when justified
   d. Those with the most potent weapons are likely to be the most cruel and aggressive in their behavior

5. The prison research in which well-adjusted, mature males were arbitrarily assigned to either "prisoner" or "guard" groups suggests that the brutality of guards in modern prisons may largely be a function of

   a. Instruction from authorities that encourage brutality in the guards
   b. The sadistic and aggressive nature of people attracted to the job of prison guard
   c. The aggressive and abusive nature of prisoners which encourages retaliatory behavior on the part of the guards
   d. Prevailing conceptions of the prison-guard situation, which may elicit similar behavior from any individuals in that situation

6. An important practical result from the use of punishment in eliminating aggressive behavior was that

   a. When the behavior was consistently rewarded at first, punishment had no effect
   b. Punishment tended to increase aggressive behavior
   c. Behavior which was both rewarded and punished at different times was most resistant to extinction
   d. Simple extinction was always more effective than punishment

7. According to research on modeling, when a child sees another person punished for an act of aggression
    - a. He will imitate the aggressive behavior immediately
    - b. He will probably never try the aggressive act because he fears similar punishment
    - c. He will not imitate the aggressive act immediately but may do so later in another situation
    - d. His behavior will not be affected

8. According to the catharsis hypothesis, which of the following situations should reduce aggressive behavior?
    - a. Witnessing a film in which an aggressive model is punished for his behavior
    - b. Being threatened with severe punishment if one commits an aggressive act
    - c. Frequent participation in contact sports
    - d. Receiving feedback which encourages empathy with the victim of one's aggression

9. The two dimensions which provide a basis for defining collective behavior are
    - a. Types of goals and forms of action
    - b. Degree of organization and normative vs. nonnormative
    - c. Level of interaction and degree of organization
    - d. Range of values and types of norms

10. A social movement such as women's liberation
    - a. Involves an escape goal with violent action
    - b. Is primarily concerned with changing the power structure of society
    - c. Involves a change goal directed toward cultural norms and their implementation
    - d. Would be classified as a political movement

11. In Smelser's value-added approach to the determinants of collective behavior

    a. No single determinant is absolutely necessary although all add a certain value
    b. Each stage or determinant must be accomplished before the next one is possible
    c. The several determinants may occur in any sequence so long as all are present
    d. Only the final determinant is critical--the others simply add to its effect

12. The crowding together of blacks in the central city, black newspapers and radio stations were all factors in the development of a strong protest movement in the 60's. These conditions would best fit the determinant of collective behavior in Smelser's theory known as

    a. Precipitating event
    b. Growth and spread of a belief
    c. Structural strain
    d. Structural conduciveness

13. According to the concept of relative deprivation, a deprived group or class is most likely to experience the strain of their low position in the society

    a. When conditions have been very bad, since the contrast becomes evident
    b. When the dominant group is relatively well-off, since the contrast becomes evident
    c. During a period when conditions are improving and expectations rising
    d. When there is a relative improvement in communications leading to a spread of beliefs about the causes of their problems

14. In the emergent-norm approach to crowd behavior

    a. Crowd behavior is seen as an irrational reaction to mass anonymity
    b. Crowds are viewed as created by strong leaders who mold the masses
    c. Crowd behavior is seen as a unique phenomenon unrelated to everyday social behavior
    d. Crowd behavior is viewed as having many of the same properties as other forms of group behavior

15. Which of the following conclusions has not been found in research on contagion?

    a. Contagion does not occur in a group when a model is punished for his behavior
    b. The spread of a contagious belief or reaction follows the pattern of social interaction
    c. Contagion spreads through the direct transmission of feelings through receptors in the lower brain centers
    d. Those under greatest strain appear most susceptible to contagion

16. Rumors are likely to arise and be transmitted in situations involving what two conditions?

    a. Positive and negative feelings
    b. Large numbers of people and poor channels of communication
    c. Situations important to the individuals and having a high degree of ambiguity
    d. Poor channels of communication and relatively small numbers of people

CHECK YOUR ANSWERS BY TURNING TO THE SELF-DIAGNOSTIC TEST ANSWER KEY

SELF-DIAGNOSTIC TEST ANSWER KEY

1. c
2. c
3. c
4. d
5. d
6. c
7. c
8. c
9. b
10. c
11. b
12. d
13. c
14. d
15. c
16. c

DO NOT ATTEMPT THE END-OF-UNIT TEST UNTIL YOU CAN ANSWER
ALL QUESTIONS ON THE SELF-DIAGNOSTIC TEST